PERSONAL

Ted Wragg

When teaching jobs are advertised, would-be applicants are usually invited to send for "further particulars". Most of us have seen, or even helped write, a fair number of these over the years. And, if their contents are to be believed, the nation is full of schools with idyllic tree-lined avenues, elaborate facilities for practical work, and ecstatic staff-room camaraderie.

Estate agent candy floss characterizes these vital documents, and one longs for the true story such as an indiscreet member of staff might tell over a drink. It will take someone of the stature of North Swineshire's about-to-retire-and-no-longer-gives-a-damn head to write it.

Third Deputy North Swineshire Comprehensive

Applications are invited from suitably qualified men and women for a Deputy Headship at North Swineshire Comprehensive School. When I say "men and women", by the way, perhaps I ought to make it clear that this is purely to conform with the Sex Discrimination Act. Since our Chairman of Governors holds views about the role of women which have led to the female members of our staff nicknaming him "Ayatollah Alf", applicants from the fair sex might as well stick their 16p stamp on the pillar box for all the good it will do them.

North Swineshire Comprehensive is a well-established school which will appeal most to sufferers from twentieth century allergy, since the last lick of paint it enjoyed was during the Crimean War. Its windswept, God-forsaken site used to be graced by the odd tree until struck by the ravages of Dutch Elm disease. Knowing both the level of finance and the degree of taste in this authority, it can only be a matter of days before plastic willow trees adorn the campus.

Like most others in this county the school is resourced on a scale which has led UNESCO to confer "fourth world" status on us. This means we qualify for free hampers of nineteenth century books donated by some of the more charitably minded prep schools, and subsequently rejected as too old-fashioned by Third World countries.

From next year the school has been designated a community college, which pointless act, I am delighted to say, means that the squalor of it all can be shared with any fellow masochists in the area, and no longer confined to the poor wretches who work here between nine and four.

The "successful", if you will forgive the hollow irony, candidate will join what I believe tends nowadays to be called the senior management team of the school, that is myself as Head, mercifully in my last throes, and the remaining members of staff who have so far proved resistant to Dutch Elm disease. The First Deputy has responsibility for that incoherent ragbag of disparate subjects we call our curriculum. It consists of well established school disciplines, stoutly defended against all would-be invaders by a group of early Bronze Age traditionalists, and one or two latter-day novelties, like media studies and environmental education, skilfully inserted to get the more trendy advisers off our backs.

The Second Deputy, who has looked after what we jokingly call pastoral care since he attended a one hour in-service lecture on the topic at the local palace of learning, seems to spend most of his working hours incarcerated in his study with a succession of trainee confidence tricksters, exuding the kind of gullibility that tempts me to put the school in my wife's name.

The present vacancy is a Third Deputy post, completing what, like every other Head in the land, I should be calling a "happy and cohesive management team" were it not for the Trades Description Act. Such unalloyed bliss as exists between us is entirely the result of our no longer being on speaking terms with one another, and being compelled to communicate by terse memo and unambiguous gesture.

The authority, counselled as ever by its witless Senior Adviser, known locally for his originality and independence of mind as the Speaking Clock, has decided in its wisdom that the principal duty of the Third Deputy shall be to evaluate the quality of fellow teachers in the school once the new Burnham scales introduce merit payments for so-called competent classroom teachers.

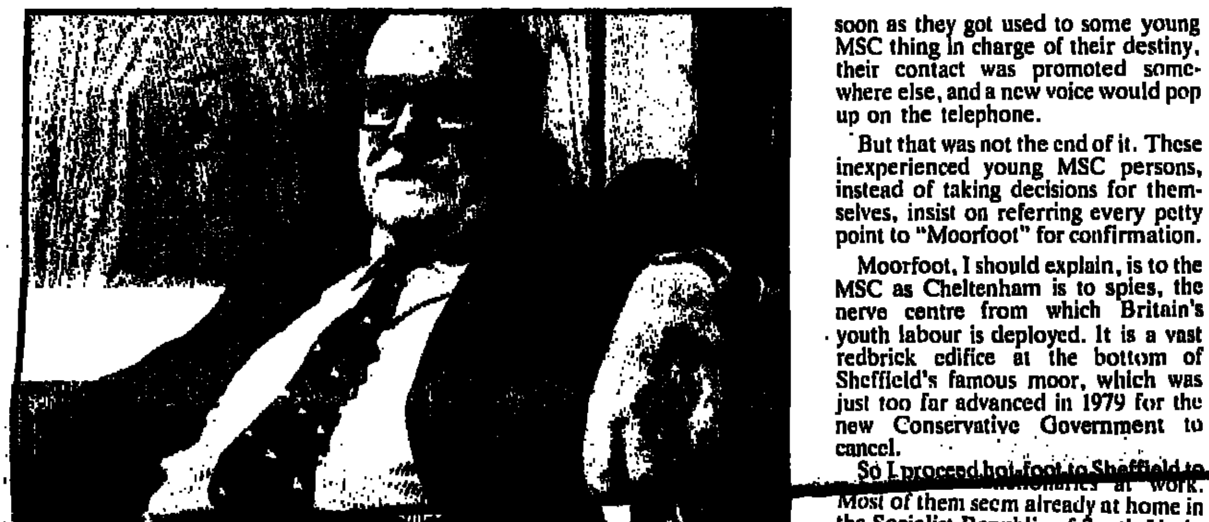
Since the word "competent" here at North Swineshire tends to mean someone who arrives less than 10 minutes late for lessons (or, in the case of the Science Department, bothers to turn up at all) the task will only require the intelligence of a moron, and could be done equally well by anyone chosen at random from the local bus station, or, for that matter, by one of the school governors.

The sadist in me looks forward to the new incumbent's personal popularity falling like a stone as he doles out the merit awards, and it will be a merciful relief to see the photograph of someone other than myself pinned to the staff dartboard.

The interviewing committee will consist of myself if sober, the Speaking Clock, the Chairman of Governors and his political crony Psychopathic Sid, who if past form is anything to go by, will try to veto candidates with more than a single figure IQ or any hint of imagination. Finally, I suggest that, since the two members of the local political intelligentsia are only on Ladybird books six and seven respectively, applicants advise their referees to hyphenate the syllables and avoid, wherever possible, the use of long words like "teacher".

DIARY

Satrap Muffett stirs up the natives



Dr Muffett . . . 'sanctimonious claptrap'

My Hereford and Worcester moles have emerged again with details of the latest Muffett discomfiture.

Dr DJM Muffett, OBE, I hasten to remind the uninitiated, is the outspoken chair of the Hereford and Worcester [illegible] education [illegible] heads in his county, accusing him of damaging their children's progress and dealing with complex issues in a "simplistic and, in many respects, an offensive manner".

In reply, after disposing in somewhat obsessive detail of the complex timetable by which he was informed of the open letter (4pm: phoned by Radio Wyvern; 4.10pm: phoned by the union; 4.40pm: a hand-delivered letter), our good doctor describes the heads' accusation as "outrageous" and counter-charges "sanctimonious claptrap" against them.

These public wrangles must be deeply wounding to Sir Keith. He pleaded in Sheffield for reconciliation with the teachers; yet here is one of his most loyal shire satraps quite failing to heed His Master's Voice.

In search of another loyal satrap, I made my way last week to the Methodist Hall, Ilford, hoping to meet the deeply-loyal Redbridge education chair, Councillor John Ramsden.

It will be remembered that Councillor Ramsden achieved this Seat of Power last year, by supplanting his milder Conservative predecessor, Leslie Bridgeman, who opted for an honourable resignation rather than collude with his more extremist colleagues' over the extension of the 11-plus in Redbridge.

I failed to encounter Councillor Ramsden, so I proceeded to instruct my audience in opposing his twin plans for the borough – which involve closing some local comprehensives and turning others into secondary moderns. The final decision rests with Sir Keith and he is bound by law to make it in a "quasi-judicial" manner.

Considering the weight of objections about to land on his desk, I cannot see how he can decently approve this 11-plus extension. So I hope he tells Councillor Ramsden to go back and think again; as a consolation prize, he could always recommend him an OBE for loyalty.

Jobs spot for unions

I toured the country at the weekend trying to find out a little more about "Training for Jobs", the latest MSC takeover bid for further education.

At a conference in Birmingham I found my trade union colleagues in something of a dilemma. Instinctively they would like to withdraw from what they see as a "cheap labour" confidence trick; yet they realize that their presence on Area Manpower Boards is the only protection that many of these youngsters have against further incursions of nineteenth century exploitation.

I got the feeling that they would stay on the boards and grumble rather harder. On that assumption, I have one suggestion for them. Apply the Thatcher Act to MSC area manpower boards.

For those who may have forgotten, our present Prime Minister, when first elected to Parliament in 1959, successfully piloted through the House of Commons the Public Bodies (Admission to Meetings) Act, which did much to open up local government to the press. Since then, she has become just a little shy of open government; but she could hardly object to putting the spotlight on the myriad private managing agents of training schemes, since Sir Keith effectively does the same for schools by publishing HMI reports.

I am sure that the minor problem of MSC civil servants being subject to the Official Secrets Acts, while trade union and local authority ones aren't, should not prove a real obstacle.

If some eager young Conservative MP would like to follow in his headmistress's footsteps by introducing a Thatcher Act (Mark II) and applying it to the MSC, I can assure him that the 1984 Campaign for Freedom of Information (prop: Des Wilson 01-278 9686) will give him all the help in drafting it that he could possibly need.

1959: the year of family, Parliament and open government for Mrs Thatcher [illegible]

Hot-foot to Moorfoot

It transpires that the MSC is wracked by other problems, beyond official secrecy [illegible] overstretched [illegible] soon as they got used to some young MSC thing in charge of their destiny, their contact was promoted somewhere else, and a new voice would pop up on the telephone.

But that was not the end of it. These inexperienced young MSC persons, instead of taking decisions for themselves, insist on referring every petty point to "Moorfoot" for confirmation.

Moorfoot, I should explain, is to the MSC as Cheltenham is to spies, the nerve centre from which Britain's youth labour is deployed. It is a vast redbrick edifice at the bottom of Sheffield's famous moor, which was just too far advanced in 1979 for the new Conservative Government to cancel.

So I proceed hot-foot to Sheffield to [illegible] missionaries at work. Most of them seem already at home in the Socialist Republic of South Yorkshire, installed in desirable residences just a 4p bus ride away from their work.

I encounter an efficient Under Secretary running the show and spending half the week on British Rail going to see his boss Mr David Young, who seems reluctant to settle in Sheffield.

My suggestion of open government in the MSC is welcomed by one and all. I am delighted to find they have invented a Department of Quality under Dr George Tolley, charged with the job of forging YTS credentials which actually mean something and which you can carry around – either into employment or back into the education system.

All strongly reminiscent of Sir Keith's current obsession. It would be nice to think that the two of them might actually get together. But in the present tense atmosphere between him and the MSC, I suspect that would be asking too much.

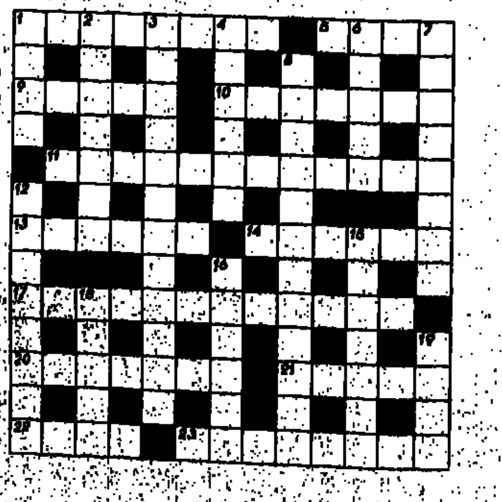
Cutting books

There's always *something* unexpected in Sheffield, and this time it's 250 militant librarians, fighting the cuts. Pat Coleman, the city's youthful Director of Library and Information Services, tells me that some cities will be buying no books at all, if rate-capping comes in for keeps.

I alight at St Pancras and peep into the adjacent vast hole in the ground, to reassure myself that the new British Library, which Nigel Lawson tried to strangle at birth, is still being built. It is. At least there will be some shelves available, even if there are no books to put on them.

Christopher Price

No 138 CROSSWORD by Rufus



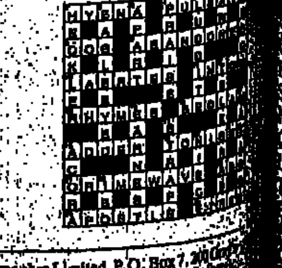
Across

1 Describing a certain bird? (8)
5 Huts may be built in this way (4)
9 Be sorry for a doctor given the run-around (5)
10 Instruct or admonish (7)
11 White pillows can be something hard to get hold of (3-1-3-4)
13 Current supplier makes a new arrangement for Monday (6)
14 Screen off in church (6)
17 The main consideration (12)
20 A plane with three pick-up points (7)
21 Some backward schoolgirls' accommodation (5)
22 Still one unresolved Himalayan myth (4)
23 Homely doctor? (8)

Down

1 Some honey or curry perhaps (4)
2 A funny man showing discretion (7)
3 Wholly dedicated to remaining unmarried? (4-6)
4 Render an account (6)
6 I am under the spell of a nymph (5)
7 Retired train-bearer? (8)
8 Rate increase (12)
12 Dilatory perhaps, to be performed with skill (8)
15 Erudite man or youngster in form (7)
16 She's concealed by a fig at Harrow (6)
18 Turn out not to one's choice (6)
19 Vagrant who needs something more than a warm place (4)

Solution to puzzle No 137



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Educational Supplement

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Court extends clampdown on school photocopying

by Nick Wood

Some 300 schools and colleges in Manchester were thrown into disarray this week as publishers opened up a second front in their battle to stop schools breaching copyright.

Previous court cases have centred on the photocopying of sheet music, but after last week's hearing in the High Court before Mr Justice Nourse, the conflict has switched to the much bigger question of the photocopying of textbooks and other published material.

The judge ordered the city council to disclose the extent to which copying of published material took place at its schools and colleges.

This has prompted a letter from the *chief education* officer to all schools and colleges instructing them to collect and send in all photocopies of published material that might infringe the copyright laws.

With half term next week, schools have been given just five days to draw up a list of all photocopied material on the premises complete with page number references, and to send that together with the original text and any copies to the council's solicitors.

Heads told *The TES* that they were complying fully with the instruction and turning their schools inside out to make sure the documentary evidence was available by next Wednesday's deadline.

"It's a massive operation for the whole city", Mr Hugh Speller, head of Plant Hill High School, said.

Mr Michael Ryder, head of Ellen Wilkinson High School, said his staff had just three days to meet the court's instruction.

"We are following as best we can the requirement in a very short time."

Both men spoke of the confusion the order had caused in schools. Heads and staff were uncertain about what could be legally photocopied and distributed in schools and what constituted a breach of copyright. Was it permissible, for instance, to copy and distribute exam papers and official documents on the curriculum, Mr Speller asked.

Mr Ryder said that in his school there was uncertainty about the permissibility of copying a paragraph from a book for a comprehension test.

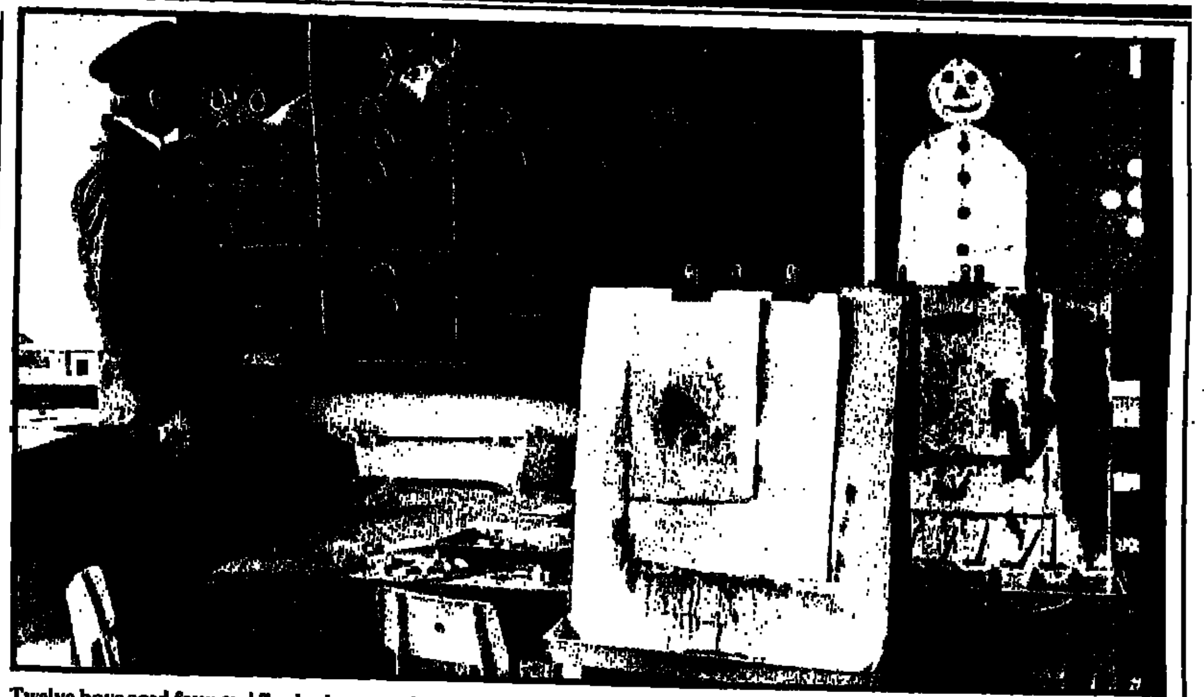
He also spoke of heads' reaction to the order: "I think there is a concern that it has been thrust on schools by the authority with a very bald statement of what must be done. The emphasis of responsibility has been placed on schools".

Mr Stephen Sharp, senior assistant education officer, said it was very important that heads comply with the instruction. "Otherwise, we could be in contempt of court."

The case against Manchester has been brought by two publishers – Schofield and Sims and Thomas Nelson & Son – and authors Brian Halliwell and Sydney Waterhouse.

It was mounted after Mr Halliwell, co-author with Mr Waterhouse of four books on technical drawing, did some supply teaching at the city's Wright Robinson High School.

He allegedly found that photocopies of his works were being used in the school.



Twelve boys aged four and five had an amazing escape when a rocket fired at an Army patrol in West Belfast crashed through a school wall and into a classroom. The missile ripped through a blackboard and hit the back wall, narrowly missing the teacher and boys at St Aidan's primary school. None was injured but the pupils suffered from shock.

Spending standstill

by Biddy Passmore

Spending on education and science has not been cut at all in real terms since the Conservatives came to power, according to figures published yesterday [illegible]

Sir Keith Joseph, the Education Secretary, has been much struck by this virtual standstill over the past five years when school rolls have fallen by 12 per cent. He is expected to use the figures to repel charges that the Government has presided over a continuous deterioration in education spending.

The figures, which are expressed in constant prices, (base year 1982–83) show that total spending on education and science was £12,602m in 1978–79, dipped slightly to £12,438m in 1979–80, and then stayed at around £12,700m for the next four years, up to 1983–84.

The Government's public expenditure White Paper (Cmnd9143) in which this table appears, sets out spending plans in cash for the next three years. Overall, the education and science budget will rise from an estimated outturn of £13,356m in the current financial year to £13,750 in 1986–87.

As the Education Secretary announced last November, the cash increase between this and next year is planned to be 4 per cent, which, assuming inflation at 4½ per cent, would mean a real cut of ½ per cent. (It will be more because local authorities are currently spending more than the Government wants). The cash increases in the following two years are 3 per cent and 2½ per cent.

The plans assume continuing tight control of pay rises and teacher numbers. But this White Paper is more generous – or more realistic – about teacher numbers than last year's and there is, unusually, no mention of redundancy.

The number of teachers is now set to fall from some 408,000 in the current year to between 386,000 and 390,000 in 1986–87, a drop of between 18,000 and 22,000. (Last year's plans assumed a fall to between 380,000 and 385,000 by 1985–86). The corresponding improvement in the pupil-teacher ratio should be from 18:1 to between 17.7 and 17.9:1.

Singles bar to science

by Hilary Wilce

Single-sex teaching is not the way to get more girls to take up maths and science, according to the very teachers who have pioneered the so-called "withdrawal" [illegible]

In a fundamental about-turn they say that such groups can cause more problems than they solve. They divide staffs, give confusing messages to pupils, and raise serious discipline problems. All-boys' groups in mixed schools can be rowdy and difficult to control, teachers report, while all-girls' groups can sink into deep apathy.

Some schools have achieved remarkably good results after segregating the sexes, but the teachers involved now say this is largely due to associated factors.

Strategies such as encouraging staff to change their attitudes and improving options and careers counselling are all crucial to boosting girls' take-up of traditionally male subjects, they say.

And simple classroom techniques such as breaking up "girls' ghettos" at the back of the room can do much to help.

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TVEI
a guide to equipment, materials and courses.
Page 29
TVEI

Jobs may hinge on inspectors' assessment

by David Lister and Richard Garner

An unprecedented plan to assess teachers to decide which ones might have to be made compulsorily redundant has been approved by the education committee in Labour-controlled Newcastle.

A draft redundancy policy for teachers – which may well be implemented under a budget which proposes losing 180 teaching jobs in £1.7m of cuts – has staggered local and national teachers' leaders.

The relevant clause reads: "Where selection for compulsory redundancy proves necessary this will be done in the first instance with reference to the teachers' qualifications and experience, capability, conduct and attendance.

"Where the committee believes reasonable and fair selection is not possible on the basis of reference to these factors, then a policy of 'last in first out' will adopted (the basis on which individuals will be identified under such a policy has not yet been finalized)."

When teacher union reps on the education committee questioned the director of education about assessing teachers for redundancy he told them that if it did have to happen the assessments would be made by inspectors and advisers.

Mr Don Winters, NUT president and a Newcastle headteacher, said: "The proposal was the most reactionary and astonishing move ever to be considered by the authority". He de-

Council leaders have been surprised by the teachers' reaction to the possibility of assessment. They feel this would be fairer than "last in first out".

However, they still hope to avoid compulsory redundancies altogether. Education chairman Mr Derek Webster was arguing at the policy and resources committee yesterday for more money to avoid the threat.

Mr Brian O'Reilly said: "I can't guarantee there won't be compulsory redundancies but the maximum number would be 20 to 30 I would think." He added that the authority had received 200 applications for premature retirement.

Mr O'Reilly said the unions would be consulted over the proposals.

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1066 and all that . . .

If it is true, as an Historical Association meeting was told last week-end (page 6), that by the age of 14, half the pupils in English schools have stopped studying the history of their own or any other country, does it matter? Should it occasion a sharp intake of breath? Should it be seen as yet another argument in favour of a prescribed core for the full length of the compulsory school period? Or is it enough to note that a pupil has "done" history (in one form or another) for nine years by the time he or she is 14 and if the spark of interest needed to ignite a volunteer has not been struck by then, there is not much point in a longer period of conscription?

The place of history in the school curriculum is coming under discussion for several reasons. Sir Keith Joseph has put down a marker for the traditional view of national history (see page 32) and the right of every school boy and school girl to be introduced to the story of the nation's past and unfolding present. History is about understanding concepts of cause and consequence and continuity: about the imaginative ability to think about the past without relapsing into anachronism. National, not nationalistic, history teaching also has a great deal to do with the search for identity and values; it is tied up with national pride and self-confidence and that sense of social cohesion which depends, in part at least, on a primitive belief that to be British is to be the legatee of greatness.

It is only necessary to outline such a justification of history as a school subject to let loose the critical objections. What sort of identity? Whose values? What if national pride is misplaced? How can social cohesion be enhanced by elevating the British tradition in a multi-ethnic society?

These are fundamental questions – not only about the teaching of history, but also about Britain. A confident national self-image is one of the defences against demagoguery at one extreme and blind depression at the other: how can this be achieved without some shared assumptions about who we are and what we stand for? It is tempting to say that by the time people begin to ask this question it may be too late: but it is an academic and political temptation to exaggerate the divisions and to elevate the arts of criticism over the rites of celebration. Sir Keith is right to draw attention to these issues: if history is dead, nostalgia is all that is left, the ultimate debilitation of a lost past.

There is a second reason why the place of history in the curriculum has been called in question. One response to doubts about the content of historical study has been to concentrate attention on methodology and skills. The study of history can be equated with the critical examination of evidence and the use of deductive and inductive reasoning to make judgments on such evidence. The craft and the science of historiography can be brought into the classroom – within fairly obvious limits – and, without pretending that the study of history is vocational preparation for professional historians, the aim of the exercise can nevertheless be expressed in terms of the historian's attitude to evidence, and criticism of materials. Such an approach has strong support: teachers can show how pupils can benefit by the intellectual rigour and discernment which it demands. They may even be right in thinking it fosters multi-purpose skills which can be transferred to other tasks as necessary. Recent gains in this direction must not be thrown away.

What stands out in the discussion, however, is the difference in fundamental objectives between those who see history as a principal ingredient in the formation of a citizen's concept of his country, past and present, and those who see it as a whetstone on which to sharpen critical faculties and powers of reasoning.

In the present curriculum debate, Sir Keith has insisted that the objectives should be open to the widest discussion and not be the preserve of the professionals. The argument about content of skills is an argument about objectives and in this, Sir Keith is coming down against the professionals. There is every reason to think "most right-thinking people" – that abstraction once beloved by leader-writers – would share his view. The content of history *is* important: professionalism is *not* enough – indeed it could be that the professionalization of history is one of the reasons why it has been in danger of being squeezed out of the core.

Sir Keith's role as Secretary of State and arbiter of the examination system makes his contribution to the discussion of special importance. It would be deplorable if these matters should ever have to be decided by him, but many people will sympathize with the view he is expressing.

COMMENT

Wooing the middle class

This week has turned up another batch of born-again grammar school stories, with councillors in Wiltshire and Berkshire intent not just on maintaining selection in Reading and Salisbury, but rolling it back into the comprehensive counties.

Most of the evidence so far, however, is that only a handful of Conservative councillors is in, what might be described as the Bob Dunn-Stuart Sexton net and, as in Solihull, Redbridge and Richmond before them, it seems they are meeting unexpectedly strong resistance both from political colleagues and from their natural consistency amongst the local parents.

Could it be that both Sir Keith Joseph's junior minister, Mr Dunn, and his political adviser have backed a loser by plugging so much political energy into this particular aspect of the parental choice issue?

Certainly Sir Keith himself is far more equivocal about committing himself to this sort of selective scheme. Questioned recently by Brian Walden on London Weekend Television's *Weekend World*, he said he thought comprehensivization had gone ahead too rapidly, and that he would consider on its merits any proposal that a local education authority put forward to reintroduce the grammar school system. But he only allowed himself to be pressed so far along that particular road, before returning to what he now apparently perceives as the more apposite issue: "If it be so, as it is, that selection as between schools is largely out," he told Mr Walden and the viewing public, "then I emphasize that there must be differentiation within schools."

What he then went on to say about the pendulum swinging back from mixed ability teaching to setting may raise all sorts of queries about his plans for a common core and criterion referencing for all, but it will have struck plenty of chords with his middle-class audience. And struck them with a surer touch than his lieutenants and a handful of rogue councillors have so far produced.

For the reality now, as Mrs Anne Sofer of the SDP succinctly pointed out in her *Times* column on Monday, is that middle-class families are overwhelmingly committed to the state system and that most of their children are in comprehensives.

Elementary statistics prove that only a small proportion of middle-class parents use independent schools. Most middle-class parents have a vested interest in wanting comprehensives to work well, and a corresponding disinclination to see everything torn up again for yet another round of reorganization.

What is more, they have put behind them the agonies of the 11-plus, which always rejected more children than it selected, and it is probably fair to say that they have found self-selection by neighbourhood far more congenial.

Leftist London

The left-wing have consolidated their position in the Inner London Teachers' Association, the London branch of the NUT (page 8). Last year Mr Richard Rieser, of the NUT in Hackney, displaced the familiar establishment figure of Mr Bob Richardson as general secretary of ILTA, and has now registered a second victory, with an increased majority. Other left wingers, members of the Socialist Teachers Alliance, held on to the treasurership and vice-presidency.

There always has been a strong left wing minority in the NUT and the union's leadership has fought a running – and on the whole – successful battle with it over the years. But it must be something of an embarrassment for Mr Fred Jarvis, the general secretary, and Mr Don Winters, the president, that Bob Richardson has failed to regain control of ILTA. As chairman of the NUT's action committee, Richardson is going to be a key figure in coming months when it begins to look as if the union will face a crisis as one local association after another is confronted by l.e.a. demands for staff cuts. The latest turn of events in Newcastle upon Tyne (page 11) [illegible]

ILEA on the march

come as a severe shock, a foretaste, perhaps, of worse things in store when the Department of the Environment gets its rate-capping powers.

In London it would be an illusion to suppose that a left-wing ILTA gets on well with a left-wing ILEA. As London prepares for its imminent crash, Mr Rieser and his colleagues can claim a mandate for a resolute no-cuts campaign. But fewer than 30 per cent of ILTA members voted in the election and not much more than about 15 per cent for Mr Rieser. And it is one thing to mouth big words about fighting the Government now; something else when the chips are down.

Parents who contract out

The rapid growth in recent years of the deschoolers' support group, Education Otherwise (see page 20), and the involvement in this movement of a number of teachers is not as startling as it may seem at first sight. Parents who choose to educate their children at home are only a minute proportion of the population, though the success which some have achieved has been enough to convince local education authorities which formerly discouraged such attempts that it is not necessarily educationally disastrous, though it may be expensive to inspect.

That – on some estimates – about a quarter of the parents involved are teachers or ex-teachers may smack of disloyalty to colleagues and even double standards, but it is hardly surprising: they have the competence and skills and are more aware of the limited amount of individual attention the average class teacher can offer. If parents are to have the freedom to choose what they consider best for their own children, on what grounds should those parents who happen to be teachers be an exception?

It is the rapid growth of Education Otherwise rather than its size which makes it significant. It could be seen as the tip of a much larger iceberg of increasing expectations on the part of parents that they should be more involved in their children's education: an expectation related to that desire for more individual attention and one at present more widely exploited by the suppliers of allegedly "education" toys and books than by schools.

Further evidence was produced this week (see page 10) of the inadequate response of most primary schools to the well documented all-round educational gains produced when teachers go out of their way to encourage parents to help their children read at home.

The more rapid spread of computers – more rapid in the home than the school – and the probable development in the future of more and better educational software could further weaken what for a century or so has been a more or less automatic assumption that children have to go to school. That development, in turn, could have the effect of making schools even more conscious of the kind of market forces which increase the choice and power of some of their customers and limit that of others.

... no comment

"And in the Commons, MPs cheered when the news of the gold medal was announced by Social Security Minister of State Dr Rhodes Boyson as he wound up a debate, 'I do think even housing benefits are put into perspective on occasions like this,' he said."
From the Daily Mail, February 15 [illegible]

Second opinion

A tertiary mission to unite

The TES leader (February 3) invited reflection on the impact upon tertiary colleges of the plans outlined in the White Paper – *Training For Jobs*. Tertiary colleges, by their nature and by their intention, seek to unite students of all disciplines and not to divide them. The colleges increase the opportunities for young people in a wide variety of courses to work together and learn from each other. Any arrangement which sorted students into discrete categories would damage the tertiary principle.

The post-compulsory sector is already bedevilled by the specious distinction between training and education, between vocational and non-vocational. The only real definition of training which separates it from education is that, for 16 to 19-year-olds, the first carries a fee while the second does not. The White Paper apparently classes GCE work as non-vocational, and therefore, outside the range of the Manpower Services Commission's clutch. Is it possible to sustain an argument that would-be doctors, lawyers or teachers are not following a vocational course if they are studying GCE A levels? Do the many employers who require GCE qualifications of applicants regard the achievement of acceptable grades as of no vocational importance? What or where, then, is the origin of the 25 per cent figure which represents that part of non-advanced further education thought suitable for MSC funding?

There are already instances of students following very similar courses being subject to widely different financial arrangements, whereby [illegible] will receive £25 per person per week, the other group nothing. Now we are faced with the prospect of further anomalous distinctions: MSC and non-MSC students, of proven and unproven worth, perhaps even serious and frivolous. That, too, would undermine the ability of tertiary colleges to establish a comprehensive curriculum.

The implicit and explicit criticism of the FE sector embodied in the report is that we have not developed sufficiently close contacts with employers so as to allow relevant training and education to produce the work-force they require. If we accept for the moment that the counter claims of success by the MSC are, at best, unproven, for neither the TOPS, nor the Youth Training Scheme programmes have, despite local triumphs, been unchallengeable as job-securing winners, it would be unfair to write off the FE sector's contribution so summarily.

Accrington and Rossendale College, with the help of a DES-funded Pickup scheme, is currently investigating the effectiveness of the many existing college/employer links; work which may well be complemented by further research under the College Employer Link Project (CELP). The White Paper appears to have pre-empted the conclusions before we are one quarter way through the year-long survey.

Tertiary colleges have established a reputation for academic excellence; they have also gained a disproportionate number of the early Open Tech contracts; they also have an excellent record for finding employment for their leavers. If our relations with employers are as poor as the White Paper suggests, if we cannot identify and meet the needs of industry and commerce, if we do not discuss with them and take note of what they say, how is it that in this depressed area, with unemployment well above the national average, we have in each of the past three years placed some 93 per cent of our full-time leavers in a proper job or higher education?

Michael Austin

Mr Austin is principal of Accrington and Rossendale College. [illegible]

NEWS

Tories brave party fury to rebel in selection vote

by Biddy Passmore

The question of selection is making Conservative fur fly in Wiltshire, where eight councillors, including the chairman of the education committee, have been threatened with expulsion from the Tory group because they voted against a motion to allow selection to continue in the city of Salisbury.

Sir Anthony Heward, chairman of the group, asked the eight for an assurance that they would toe the party line in future. But it is believed that none had given that assurance by the deadline at the end of last week.

At issue is the continued existence of Wiltshire's last two grammar schools, Bishop Wordsworth Boys' and South Wiltshire Girls', in East Salisbury. The county put up a scheme to abolish them as part of a secondary reorganization scheme but it was rejected last April by Sir Keith Joseph, the Education Secretary. His reasons were the academic excellence of the two schools, the degree of parental opposition, and cost.

Conservative leaders on the council tried last November to amend the county's policy, which has been pro-comprehensive since 1964, so that it exempted Salisbury. But the move was opposed by the eight Conservatives, who include not only Mrs Joan Main, chairman of the education committee, but also the chairman of the schools and further education subcommittees, who joined forces with Labour and Liberal councillors to defeat it.

Mrs Main was not prepared this week to comment on Sir Anthony's letter, beyond saying that she had never been anything other than a Conservative and that she was a representative, not a delegate.

She pointed out that the vote in the council had taken place the day before she and other councillors were due to meet the Education Secretary to discuss Salisbury schools. She had therefore thought it "premature and discourteous". She also emphasized that the county's pro-comprehensive policy had ben reaffirmed several times in recent years.

Mrs Main is chairing a working party on the future of the schools in East Salisbury and Downtown, where rolls are expected to fall by more than one fifth by the end of the decade. She said it was too early yet to say what the outcome would be but that she had "a completely open mind".

The county would consult the parents of the children who would be affected on any scheme. Previous petitions had included "a large number of grandmas, grandpas and those over the border", she said.

Selection has also stirred up a hornets' nest in Conservative-controlled Berkshire. A plan by council leaders to throw open some of the places at the two remaining grammar schools in Reading to the whole county has aroused vociferous opposition from local parents and school governing bodies.

Although the number of places involved is small – 30 for girls and only 10 for boys – they feel that well-established comprehensives in the areas around Reading will suffer from the loss of their ablest pupils. "It's being done solely to protect the grammar schools from falling rolls", Mrs Judy Sharpe, of the Berkshire Schools Action Committee, said.

In fact, the county council decided early last year to extend the catchment areas for some places at the two schools and then decided to consult school governing bodies simply on the mechanism for selecting pupils. But they have received an angry response to the principle of the scheme, which has perplexed council leaders. More than two-thirds of governing bodies voted against it.

Mr William Stansfeld-Taylor, chairman of the education committee, seemed unmoved by the suggestion that earlier consultation might have averted some of the attacks. "Hindsight is a marvellous thing", he said.

Sir Keith offered tenure compromise

by Ngaio Crequer

Vice-chancellors are considering a package of proposals on university teachers' conditions which they will offer to the Government if it drops its attempt to abolish tenure.

Ideas being considered by the Committee of Vice-Chancellors and Principals include: extending the probationary period to five years; making tenure more difficult to achieve, extending short-term contracts; reducing the retirement age to 60 (with the right to extend it in some cases).

The vice-chancellors have, however, told Sir Keith Joseph, the Education Secretary, that if tenure is regarded as a "sacred cow" then nothing can be done.

Several weeks ago Sir Keith asked for a progress report on the CVCP model guidelines on tenure which they gave to universities two years ago. The universities have made little response. The CVCP has also told Sir Keith it estimates that about 50 per cent of universities have "copper-bottom" tenure.

The vice-chancellors will be discussing the matter again with him in a few weeks, but yesterday they saw him to discuss their proposal for an efficiency survey of the universities.

The survey would look at support services and administration purchasing but not academic matters. Under the CVCP scheme a steering committee with an independent chairman would be set up. A number of universities would volunteer to be scrutinized and teams of university representatives and outside professional consultants would conduct the survey.

This week the University Grants Committee asked the universities to make maximum use of regional purchasing groups. The advice was contained in the letter telling the universities what their recurrent grant would be for 1984/5.

The figure of £1,265m represents a 2½ per cent cut in real terms. The UGC is also keeping back £142m for rates, redundancy compensation, new blood posts, and other overheads. – *THES*.

£25,000 couples under attack

Married couples whose combined income from teaching exceeds around £25,000 a year are under attack from a councillor who has come up with a controversial plan to create jobs for college graduates.

Mr David MacRae, a hotel proprietor from Golspie in the Scottish Highlands, believes that teacher unemployment could be drastically reduced if wives or husbands of heads and deputies were barred from also taking up teaching posts.

He intends to press the education authorities in the Highland region to adopt this restriction as part of the staffing policy.

Doubling up: Tina Perridge (right) and Gabriel Anderson make up the first job-sharing partnership under a pioneering scheme brought in by the Inner London Education Authority. The two women will share a job in the authority's health and safety unit and work a regular mix of morning and afternoon shifts. Both are returning to work after having babies. Tina, who has triplets of 16 months, first tried full-time work, but found it too heavy a commitment. ILEA has set up a job-share register for administrative staff interested in sharing work, but teaching and other school-based jobs are so far exempt. Job-sharing for teachers is being tried out in the capital, but only on a pilot basis.

More spending leads to better results, says Morrell

The continued improvement in exam results for inner London's comprehensives last year gives the lie to claims by ministers that investment in education does not produce improved performance, Mrs Frances Morrell, leader of the Inner London Education Authority, claimed this week.

O level and CSE pass rates for 1983 – the second year in which a fully comprehensive intake sat them – were the best since 1978, the figures show. And the proportion of 15 to 16-year-olds who got no graded result shrank from a quarter to 21.1 per cent over those six years.

The share of O level entries resulting in gaining A-C grades (the old "pass") rose from 50.3 to 53.3 over the same period and the proportion of CSE entries getting a grade 1 also rose, from 8.6 to 9.6 per cent. But the proportion of 15 to 16-year olds gaining five or more O level passes or CSE grade 1s continued to hover round the 10 per cent mark, having risen only slightly from 9.7 to 10.1 per cent.

The only indicator of success on which Inner London pupils appeared to score less well last year than in 1978 was A levels, where the proportion of 17 to 18-year-old pupils sitting them declined from 74.8 to 72.3 per cent. But that, says the authority, is because those pupils can now sit other exams like City and Guilds. The pass rate of those who sat A levels did rise, from 61.2 to 64.1 per cent.

Labour mounts Commons defence of ILEA

by David Lister

Ammunition for a Labour challenge to Government criticism of the Inner London Education Authority has been found in a letter from Miss Sheila Browne, the former chief HMI.

The letter, sent last year to Mr William Stubbs, ILEA education officer, but not published before, says the ILEA is one of only six l.e.a.s "reckoned to have satisfactory or better provision" in the main aspects of expenditure.

Mrs Frances Morrell, leader of the ILEA, has passed it on to Mr Giles Radice, Labour's education spokesman and he is likely to raise it next Friday in a Commons debate on London's services.

Mrs Morrell says in a letter to Mr Radice: "We are astounded that the Secretary of State can condemn ILEA's unnecessary 'extravagance' while blindly ignoring what HMI is saying about the 90 l.e.a.s elsewhere in the country which do not have appropriate levels of provision".

Mrs Morrell has also written to Sir Keith Joseph, Education Secretary, challenging three sets of figures, given by him, in answer to a parliamentary question last week.

Sir Keith said the ILEA employed 6,073 more non-teachers than teachers; in fact, Mrs Morrell claims, teachers are in a majority of 2,544. She says the budget for non-teaching staff is to rise by 6.4 per cent, not 18.4 per cent as stated by Sir Keith. And on his claim that school meal costs have risen 25 per cent, she says next year's are to go up only 4.1 per cent.

● Meanwhile the ILEA this week was expected to approve a plan to open to parental inspection school records for pupils entering secondary schools from this September. Parents already have access to primary school records.

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PLATFORM

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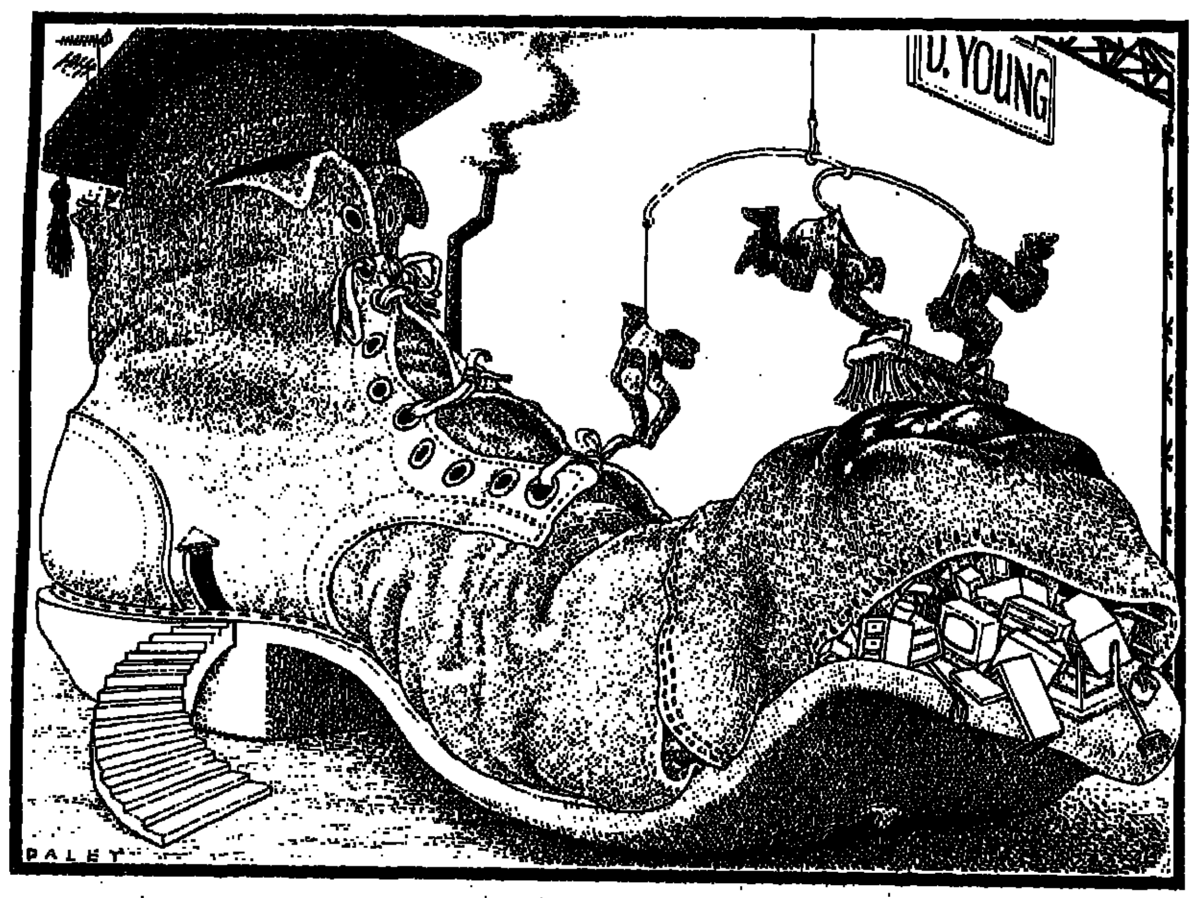
"A great deal of the achievement of standards in NAFE had to do with stability in the system, which was often seen wrongly as inertia."

Gordon Cunningham argues that real needs will be neglected under the Government's ostensibly radical proposals for the funding of further education.



The opening and concluding remarks of senior HMI at a 1983 Inspectorate Conference on Non Advanced Further Education; characteristically cautious, and characteristically accurate; unremarkable even, until, in the month after their publication*, the Government produced a White Paper (*Training for Jobs*, Cmnd 9135) which proposed radical structural changes in NAFE on the basis of an implied suggestion that FE was insufficiently responsive to employers' needs.

The major recommendations in the White Paper are:

● "Public sector provision for training and vocational education must become more responsive to employment needs at national and local level." (Para 43);

● For this purpose we have decided to give the (Manpower Services) Commission important new responsibilities by enabling it to purchase a more significant proportion of work-related non-advanced further education provided by local education authorities." (Para 45);

● The intention is therefore that the Commission should by 1986/87 account for about a quarter of the total provision in this area. The resultant reduction in the need for local authorities' expenditure will be taken into account in settling the relevant rate support grants." (Para 46);

● The Commission is being asked as a matter of urgency to consider, consult and report to Government on appropriate machinery at both national and local level for carrying out its enhanced responsibilities." (Para 50).

The MSC is a rare piece of central executive machinery in the English and Welsh education system. It has the reputation for delivery in bulk and has hit some targets. (It is worth noting that many of these have only been achieved through the work of l.e.a. colleges – demonstrating the flexibility which is their tradition). The Commission therefore provides a pliant tool for a Government determined on extending centralism.

The proposal that the MSC should have a 25 per cent shareholding in non-advanced vocational education and training is clearly intended to provide, in the White Paper's words, a system which is "more responsive to employment needs", and a national pattern of training in whatever the Commission perceives to be the most required skills. At this early stage in the debate it is important to examine these aims and the machinery proposed for their delivery.

A responding system

The White Paper bases its case on an assumption that the present pattern of vocational further education fails to meet needs. This is not borne out by demand. Between 1980/81 (actuals) and 1983/84 (estimates) full time equivalent provision of NAFE increased from 499,000 places to 587,000. In short, against the run of the training market, at a time of recession, and in response to government-generated demand and individual demand by students, NAFE increased its take up and changed the shape of its provision. No evidence of dissatisfied customers, then, on these statistics.

At the anecdotal level there are conflicting views. The Confederation of British Industry, and a few industrialists reported in these columns, have welcomed the idea of a national direction of training. Rather more industrialists in these columns, and many more at local and college level, have emphasized how well the present system meets their needs.

And yet . . . almost everyone agrees that nationally there must be more education/training if we are to stop our slide down the international economic league. Take a favourite comparison: *The Financial Times* commented recently that apprenticeship intake had fallen by almost 60 per cent in about 10 years in this country, and West German employers were spending over 90 per cent more than their British counterparts on apprenticeship schemes.

In backing what it described as "overdue reforms in training", it cautiously remarked that the new mechanisms should be constantly observed and, if they failed to work, promptly reformed again. Not quite a vote of confidence in change, more a despairing cry and one that disturbingly suggests structures should be changed whenever quantity and quality requirements are not met.

None of this is evidence that the FE system has failed its customers. Locally, there is abundant evidence that FE colleges have survived and thrived on meeting changing demands in the market. Must we assume that employers do not know what they want? Should we assume that the MSC in its government-given role will do better? How?

By acting as a national intelligence gathering agency it might help to articulate what may have remained hidden for years. By acting as a major customer it will be able to back its intelligent hunches but, because of the very scale of its new operation, it may distort the whole system and neglect local variations and needs – and create a new institutionalized inflexibility.

The changes required

My own association has pressed for years for fundamental changes. Specifically, we have agreed the need for:

● A fully integrated system of vocational education and training with responsibility at government level lying within one department;

● The need for a full scale review by the Government leading to rationalization of provision, including systems for student support.

In March 1983, in reply to a member l.e.a. which was trying hard to get the Government to approve proposals to update its scheme of further education, the department referred to the Government's intention to make a statement on the law governing further education as soon as possible.

The White Paper deliberately and consciously avoids the law. It is a piecemeal proposal, not a comprehensive reform. It is a short cut to a scrambled and partly dismantled system. It hints at solutions but all it proposes is to move money from one place to another and add a significant, additional, bureaucratic layer to the machinery for deciding how the money should be spent. In particular, it takes no account of the conclusion in the final session of the 1983 HMI conference (*para 10.2) that "frequent chopping and changing of policies and schemes was damaging to morale and provided no basis for the development of sound comprehensive provision and the maintenance of standards".

Weaknesses in the present arrangements might be identified at the following points (starting at the top):

● The nonsensical division of responsibilities in central Government between education and training. Answer: a single government department with responsibility for both;

● The ability of employers to foresee, plan and finance training needs. Answer: a national intelligence agency (which could be the MSC), additional government funding, and a commitment by industry comparable to that of our major competitors;

● The ability of local systems to meet changing needs at short notice. Answer: the development of marketing techniques by colleges and l.e.a.s, in concert with local employers, to prepare courses that are more closely matched to future needs, and if there is evidence of failure in existing consultative arrangements, a statutory requirement on l.e.a.s to set up consultative committees with employers on which the M.S.C. could play a part.

● A sheer lack of quantity. Answer: more difficult because it involves money and incentives, but a good beginning would be an entitlement for everyone over 16 to take six years' further training or education over a period of, say, 20 years, matched by an obligation on l.e.a.s to provide, matched by a commitment to appropriate central government funding.

Fairly soon, the White Paper will be described as trying to rearrange the chairs on the deck of the Titanic. It also conjures up the picture of someone who lives in a house which is too small. By repapering some of the walls the landlord hopes to give the impression of enlargement. At the end of the exercise it may look different but it won't be any bigger . . . and it won't meet the needs.

**Vocational Further Education through the 1980s*. Copies from the DES. Released December, 1983.

Gordon Cunningham is education officer of the Association of County Councils but the views expressed in this article are personal and not necessarily those of the association.

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NEWS

Overseas students may get grants repaid

by Biddy Passmore

A decision by a High Court judge next Wednesday will determine whether the Department of Education and Science and local councils owe millions of pounds to overseas students who were denied grants before 1979.

The judge must decide on cases being brought by overseas students against three authorities – Hertfordshire, Sefton and Hereford and Worcester – which have joined forces with the DES to fight them. If they lose, councils throughout the country could face applications for reimbursement of grants from many thousands of overseas students who could have started their courses as far back as 1962.

The background to the case is a judgment in the House of Lords in December 1982, in which Lord Scarman ruled that students did not have to have their "real home" here in order to qualify as home students (and thus be eligible for grants). Three years' ordinary residence here before starting their studies was enough, he said, even if they had come to Britain only for the purpose of education.

The judgment went against DES advice given to local education authorities in 1978, which said they should apply the "real home" test when deciding if students were eligible for mandatory grants. Some councils, such as Hertfordshire, had been applying that test since the present grants system began in 1962.

After the judgment, the DES told councils in a circular that they should give grants retrospectively to overseas students who met the three-year requirement who had started their [illegible]

amended the law to put the position on mandatory grants back to what they had meant it to be.

But the department said that only in exceptional circumstances should they reconsider a refusal of an award made in respect of a course beginning earlier than 1979. It is this restriction which is being challenged in the High Court next week.

The three cases to be heard concern students who started their courses in September 1978. In two cases – against Hertfordshire and Sefton – the authority is asking the court to refuse the student leave to apply for a judicial review. In the third, against Hereford and Worcester, the authority will ask the court to overturn leave already given.

The three authorities acknowledge that their refusal of grants in these cases was wrong. But they are entering two defences: that the cases are too old (applications for judicial review should normally be brought within three months) and that, if the applications are successful, the implications for both national and local finance would be very serious. (The DES pays 90 per cent of the cost of student awards).

More cases are already in the pipeline, with Northamptonshire and two other authorities facing similar proceedings to these three. In addition, Oxfordshire faces claims in respect of students who did not apply for a grant because they knew they would fail the "real home" test. And Sunderland faces claims from students who applied for grants after the Scarman judgment but whose claims were not considered – and rejected – until after the Government had changed the law [illegible]

NEWS

L.e.a.s. challenge union figure on staff paid below national average

by Richard Garner

Only a quarter of the 417,000 teachers in England and Wales earn less than the national average wage, according to their employers.

Mr Stephen Rouse, assistant secretary of the Local Authorities Conditions of Service Advisory Board, the management secretariat, speaking after teachers' leaders had claimed that nearly two-thirds were paid at or below the national average wage, said the "most accurate summary" of the pay data working party report on teachers pay would be that less than a quarter of teachers earn less than the national average wage."

He said he was using as his yardstick the figures in the New Earnings Survey – compiled by the Department of Employment from the average weekly earnings of manual and non-manual workers for males over 21 and women over 18 to April each year – saying this table was the only one of a number of "national averages" to come near to a national average wage.

He said this showed the average weekly earnings to be £148.30 in April, 1983 – or £7,712 a year. "In March, 1983, 108,459 teachers out of a total of 417,179 were paid on salary points below £7,712", he said. "This proportion is 26 per cent. Some of those also receive *London* weighting allowance of £987 (inner) or £645(outer)."

The full pay data report has yet to be published, but both sides hope to be ready to use it as background information to this year's pay negotiations which are due to resume on Wednesday week.

As the New Earnings Survey is compiled in April, it often understates teachers' earnings because Burnham settlements (backdated to April 1) are sometimes delayed till May or June. This complicates comparisons with other occupational groups, although, of course, teachers are not the only body of wage and salary earners whose pay settlements are often back-dated.

Meanwhile, local authority leaders have pledged their broad support for the plans under discussion with teachers' leaders for reforming the profession's pay structure – although they have emphasized the need to reach agreement on a clear definition of the "duties and responsibilities" of teachers.

Both the Labour-led Association of Metropolitan Authorities and the Conservative-controlled Association of County Councils have been canvassing the opinions of their members about the proposals. A meeting of the management panel of the Burnham committee, which negotiates pay, is to be held next Friday to discuss the responses and what to offer the teachers in response to their claim for a "substantial" pay rise this year.

Members of ACC's education committee, meeting last week, approved the broad principles outlined in the discussions but were unanimous in expressing their wish for a "full and binding" assurance from the Government that cash would be forthcoming in next year's rate support grant to finance any agreement with the teachers.

ACC members were particularly enthusiastic over proposals to improve the arrangements for the induction and in-service training of teachers by establishing a new entry grade for the profession – a principle agreed with teachers during three days of discussions in Manchester just before Christmas.

In addition, they are anxious to establish a main professional grade for teachers – but want the establishment of a link between the payment of salaries and more clearly defined duties and responsibilities for teachers.

Officers of the ACC – who had been expecting such a call – have been surprised by the vehemence with which authorities have been pressing this point. It could yet be the major stumbling block in the talks with teachers' leaders – who oppose a formal link.

The AMA has been assessing opinion through a series of six regional meetings on pay structure – the last of which was held last week – and a report on the reaction of authorities is being prepared for a meeting of the AMA's education committee next Thursday.

Again, most authorities have expressed their broad support for the main themes under discussion – and emphasized the need for government cash aid before any of them can be brought into effect.

Computers plea on returners

by Hilary Wilce

Women returning to the classroom after raising their families should be retrained to teach computer studies, according to a report from the Inner London Education Authority.

A survey by the authority of computer education has brought dismal confirmation of girls' poor involvement with learning about computers. It shows that very few girls study computer science at an advanced level, and that far more men than women teach the subject.

In mixed secondaries, only 40 per cent of the pupils studying computer science are girls, and this proportion drops to 20 per cent at advanced level. Only 23 per cent of computer studies teachers are women.

If schools make any special arrangements it is by allocating "girls-only" time on the computer, the survey notes. No school mentioned had taken steps to involve girls in discussions, and no school had done anything special to involve women staff in computer education.

The survey noted no bias in the interest shown by men and women primary teachers in computers. But the ratio of men to women attending in-service courses is 61 per cent to 39 per cent.

The report suggests retraining courses for teachers employed by the authority who have not obtained posts as a result of amalgamations and closures. "This would enable such teachers to offer an additional subject when applying for new posts." it says.

Other courses should be arranged for married women returners, and for secondary school teachers in non-shortage subjects who want to teach computer studies, it says.

In addition, all lower schools should run computer appreciation courses, and parents and teachers must be told that computers are not irrevocably linked to mathematics.

Consideration should also be given to the provision of special courses for fifth and sixth form girls, it suggests.

Switched on: two girls were among the winners of a computer competition organized by BBC Television's *Asian Magazine* programme. They are Samina Rafique, 16, from Warley, West Midlands, centre right, and Puja Prabhaker, 10, from Glasgow. The other prizewinner was Saleem Sheikh, 16, from East London. They are pictured receiving their prizes from Mr Bob Dunn, junior education minister, and programme presenter Dr Apthar Singh.

NUT agrees to sit on control body

by Bert Lodge

The National Union of Teachers has accepted the invitation of Sir Keith Joseph, Education Secretary, to put forward three names for seats on the newly-formed Council for the Accreditation of Teacher Education.

A similar invitation was turned down last month by the National Association of Schoolmasters/Union of Women Teachers. The union said it could not accept Sir Keith's insistence that individuals invited to serve would not be regarded as union representatives.

Members of the TUC education committee met Sir Keith on Wednesday to convey their dismay at his refusal to accord the teacher unions what they regard as due recognition.

The council, announced last December, will validate the professional content of all initial teacher training courses. Nominations from the NUT are Mr Peter Griffin, senior vice-president, Mr Ian Morgan, chairman of the teacher education committee, and Mr Walter Roy, chairman of the eduction committee.

The NUT boycotted the present Advisory Committee on the Supply and Education of Teachers from its formation in 1981 until early last year. It was dissatisfied at the degree of representation offered.

Black staff urged to speak out on racism

by Diane Spencer

Black teachers should not rely on white liberals combating racial discrimination in schools, Brent's multi-cultural adviser said this week.

Blacks were the only people who could bring about a change of attitudes. Mr Gerry Davis told a conference of black teachers.

"You will go through hell; but aren't you already doing that?" he asked his 150-strong audience. "Yes" they chorused.

The teachers had been given a day's leave by the north London borough to attend a conference called by the National Convention of Black Teachers to discuss racism and underachievement of ethnic minority staff.

Mr Raj Ray, co-ordinating secretary of the NCBT, claimed that heads had put pressure on staff not to attend.

The organizers were also upset that the Conservative chairman of Brent's education committee had refused an invitation to speak. Mr Bob Lacey, the leader of the council, also declined an invitation, but sent a letter and a black Conservative councillor – Mr Sam Greenaway – instead.

Mr Davis said black teachers should get involved in community groups, persuade the unions to take their cases seriously and not be afraid of endangering their promotion prospects by speaking out.

"The more quiet you keep, the more complacent heads will become." There was no such thing as unintentional racism, but there was unadmitted racism, he said. Black teachers had failed to let white teachers know they had been found out.

Mr Sam Greenaway admitted that there was something fundamentally wrong with the British education system in that his brother's children living in the West Indies aspired to be doctors or lawyers. "Here black children can't even get O levels."

The ex-chairman of the then Labour-controlled education committee, Mr Ron Anderson, called for an expansion of sponsorship for access courses, a change in the regulations to tap the reservoir of teachers trained abroad and racism awareness courses for all new teachers.

The Society of Immigrant Teachers, one of the members of the NCBT, estimated that 60 per cent of Brent's black teachers are on Scale 1. About 10 per cent of the teaching force and 50 per cent of the borough's population is black.

● Black teachers and community workers in London are protesting about a conference organized by the Royal Society of Arts on exams for ethnic minority languages being held today.

The protesters claim that the society has failed to consult the speakers, users and teachers of their languages. They say it is "ironic and insulting that suddenly an all-white institution wants to define for us the location of our mother tongues in the English education system".

Court reports attacked

Teachers' reports to juvenile courts could lead to young offenders getting harsher sentences than their crime deserves, says the National Association for the Care and Resettlement of Offenders in a report published today, *Diane Spencer writes*.

A working group set up in 1982 to study the significance of school reports in sentencing in juvenile courts, found many unsubstantiated allegations of criminal behaviour.

"Jimmy is a cancer to the student body – if he didn't commit this offence, then someone else in his family did", was one example. The report says that "such perjorative and unsubstantiated remarks would not be permissible in an adult court".

It claims many teachers are "manifestly unclear" about what information is relevant, how that information is used by the court, and the possible repercussions of their views in sentencing.

The purpose of the school report is solely to help [illegible] decision, NACRO says. But some teachers are inclined to see it as part of a punishment process.

"Teachers frequently yield to the understandable temptation to use the report as a forum for the expression of frustration about, or even anger towards, a child who is a nuisance at school".

A school also might see the pending court appearance of a pupil as the chance to get rid of a troublemaker, the report says.

The group, chaired by Dr Richard Rathbone, JP, calls for the contents of school reports to be fully disclosed to children and their parents.

"The report is a far more important document in the lives of children than most of those who produce and receive them appreciate", concludes the working party. They urge teachers to present positive aspects of pupils, as well as their faults.

School reports in juvenile courts, NACRO, [illegible] Road, London.

Sir Keith 'yes' to guidelines

Sir Keith Joseph, the Education Secretary, has agreed to issue clear and strict guidelines to local education authorities on their obligation to provide education for all 16 to 19-year-olds on demand.

This was the successful outcome of a campaign launched last November on education for young people with special needs. A deputation from teacher unions and organizations for the handicapped met Sir Keith last Monday to persuade him to issue a circular. Although he refused to do that, the delegation is pleased with his promise of guidelines.

These will include examples of good practice in some authorities with a view to encouraging others to follow suit. And Sir Keith asked the groups concerned to inform him immediately of local authorities which fail to fulfil

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Lack of trained staff was the biggest obstacle to the introduction of computers in the independent sector.

Private sector suffers computer staff shortage

by Nick Wood

Private schools are failing to make as much use of computers as those in the state sector, according to a microelectronics expert. He says progress is slowest in independent girls' schools.

Mr Charles Sweeten, director of the Independent Schools Microelectronics Centre in Oxford, which is supported by 770-member schools, has put these views in a new strategy paper.

It says: "Many of the independent schools are being left behind by the maintained schools and by the world around us. Microelectroncis is expensive in terms of people and time. If we are to survive, we must provide these within each school."

Mr Sweeten said later that a lack of trained staff was the biggest obstacle to the introduction of computers in the independent sector. Spending per pupil in state schools on spreading information on computers, in-service training of staff and curriculum development averaged £2.40, six times more than that spent by private schools.

Capital investment in computer hardware was greater in the private sector, but this was more than offset by the state sector's success in training teachers to make use of the new technology in the classroom.

Too many heads of independent schools thought that the purchase of a few micros was sufficient to meet the challenge posed by the computer revolution, Mr Sweeten added.

Some girls' schools had made remarkable progress in introducing computers in a variety of subjects. But many others were too "inward looking", short of trained staff and had not been so quick to move.

The Government-backed Microelectronics in Education Programme and the l.e.a.s were putting "colossal resources" into training teachers to work with computers. The secondments, courses and specialist posts offered were unknown in the independent sector, Mr Sweeten said.

Mrs Heather Brigstocke, headmistress of St Paul's Girls' School in London, found it hard to accept Mr Sweeten's "generalizations", though she conceded that girls' school reacted rather more slowly than boys' schools.

St Paul's has taken delivery of a minicomputer for administration and is shortly to increase its micros from 12 to 38.

Mr Sweeten's paper sets out his ideas on how micros should be eased into the school curriculum. He proposes a three-pronged approach with computers generating separate subjects in their own right, enhancing the teaching of existing subjects and contributing to the overall functioning of the school.

History should be studied up to 16 says Sir Keith

by Bert Lodge

Half of all pupils over the age of 14 appear to have ceased to study history, a conference was told last week.

But Sir Keith Joseph, Education Secretary, told the conference, arranged by the Historical Association, that the subject should be on every child's timetable up to the age of 16.

"The study of history is drying up at the grass roots," Dr Harry Judge, director of Oxford University department of educational studies, said.

"In 1981, more were doing economics at A level than history, though they are now level. Sociology will soon have half as many entries at A level as history. And at O level entries dropped from 135,300 in 1975 to 113,400 in 1982, at a time when entries for other subjects were going up."

Sir Keith reminded the audience at London University that five weeks earlier in a speech to the North of England conference he had called for a clear statement on what should be taught in schools and at what stage.

"It is no part of the responsibilites of the holder of my office to put forward a single model curriculum for all our schools. But I am clear that history is an essential component in the curriculum of all pupils."

And the history of this country should take priority, Sir Keith added. Only then could children understand how the "shared values" of today had been arrived at down the centuries. "I therefore see an element of national – by which I emphatically do not mean nationalist – history as an inescapable part of any balanced school history course.

"For the child brought up in this country, British history has something to convey which cannot, however expert the teaching, be conveyed through Roman history or American history or Caribbean history."

Other humanities were no substitute. At the same time Sir Keith recognized that the history teacher could not be expected to be objective in the way that, say, a teacher of physics is. "The history teacher ought therefore to try to make it clear to his pupils why he favours a particular interpretation and explain that other interpretations are permissible."

Mr Keith Randell, inspector of schools in Croydon and chairman of the National Association of Advisers in History, said he did not think crisis point had been reached but the subject was in danger in schools. It was threatened by competition from new subjects and by the failure of some history specialists to revise their approach.

The Technical Vocational and Educational Initiative was making inroads into the curriculum and 46 local authorities were due to be running it this autumn. "In post-16 provision, there is going to be a growth in pre-vocational courses and I suspect it's going to be difficult to get much history built into these."

In staffrooms there was no longer the acceptance that history should have a place. As to the quality of teachers, Mr Randell said he could foresee the time when they might have to give up several weeks of their annual holidays if history in schools was to be got into a healthy state.

Mr John Slater, HM staff inspector for history, said history and classics were the only two subjects losing out in percentage of candidates entered for O levels. But not all the chill winds came from outside. "If the teacher is not persuasive pupils will march with their feet."

The conference was the first of a series arranged by the Historical Association to publicize the threat to the subject in schools. Other conferences will be in Birmingham, Glasgow, Manchester, Oxford and Newcastle.

Sir Keith Joseph's speech in full page 32.

Union gives policy on head hunting

by Richard Garner

Panels interviewing candidates for headships should include a head from a school near to the one which has the vacancy, says a policy statement published this week by the National Association of Head Teachers.

The statement has been produced for a conference later this month organized by the Department of Education and Science on the selection of headteachers. It says: "It is the view of the NAHT that a peer assessor is invaluable at an interview and that a local headteacher should be a panel member."

The selection process should be made up of more than just a simple interview, it suggests: "Listed candidates must be given the opportunity to visit the school and gain some knowledge of its circumstances."

The statement also says that the NAHT does not believe it necessary for all candidates to have attended a headteacher training course, and it is against local education authorities imposing this as a requirement.

Its policy is that appropriate training for the post of headteacher can always follow the appointment of a candidate to help him or her cope with the job.

It concludes: "No system can guarantee that the person appointed will have all the skills needed for the management, leadership and, of course, inspiration of both staff and pupils.

"It may well be the principal task of interviewers to gauge inspirational qualities while having full knowledge of the aspects of leadership training already undertaken and the training facilities which will be available to the candidate selected.

"Such training, combined with a rigorous selection procedure, can go a long way to ensure that we have the right heads to lead the schools of the future."

The conference takes place in London on February 27.

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Less spent on science

Science departments in state middle and secondary schools cut their spending by an average of 6 per cent in real terms over the three years 1979 to 1982. Budgets at private preparatory and senior schools fell by a fraction more.

These are some of the main findings of a survey of science expenditure at some 650 schools throughout the British Isles, which has been carried out by the Educational Publishers' Council.

In 1981–82, the average science budget at state schools was £2,920, much less than the £3,151 spent by the typical independent school.

But not all state schools played second fiddle to their counterparts in the private sector. Figures from the 32 ILEA comprehensives in the survey show that the average London school spends £4,199 on science.

The survey also includes figures for science spending per pupil in 1981–82. In the state sector, this ranged from £0.97 in middle schools to £2:47 in schools that did not have a sixth form.

In schools with a sixth form, average per capita expenditure was £3.15, rising to £6.22 in sixth form colleges. Prep schools spent £3.35 per pupil and private senior schools £9.

Breakdown of the figures revealed that less was spent on all items making up the science budget – textbooks, audiovisual material, apparatus, consumables, stationery and miscellaneous expenses such as outings.

MSC post for ex-NUT chief

Mr Jack Chambers, former president of the National Union of Teachers, is to join the Manpower Services Commission to advise it on the Government's new Technical and Vocational Education Initiative.

Mr Chambers will be leaving his post teaching humanities at Regent's Park Secondary School in Southampton at Easter.

He said his new job would involve touring local authorities to see TVEI schemes in practice and disseminating information about the different schemes in operation.

Mr Chambers, the first NUT president who had not been a headteacher, is also quitting his seat on the Union's executive.

Exam quote disturbs peace group

Peace campaigners are upset over a slogan attributed to the Campaign for Nuclear Disarmament in a 16-plus examination paper taken by 23,000 pupils, *writes Richard Garner.*

An English paper set by the Associated Lancashire Schools Examining Board for its 16-plus examination last summer quoted a CND poster as stating: "Better Red Than Dead".

Now Teachers for Peace, a group within CND, has written to the board claiming that the quotation is a "serious misrepresentation" of CND's case and demanded an assurance it will not happen again.

Ms Hilary Lipkin, of Teachers for Peace, told the board that CND's general secretary, Monsignor Bruce Kent, was "most disturbed" at the quotation.

For the board, Ms Kathleen Tattersall, its secretary, has said the chief examiner regrets that it may have caused embarrassment to CND, adding: "I can assure you that any

future references to CND will be most carefuly checked with Monsignor Kent."

She said: "In no way was the question intended to misrepresent the CND position nor to label unilateral disarmers as communist sympathizers."

The chief examiner had pointed out that the quotation had been a common slogan [illegible] and at the time of setting [illegible] was still being seen on placards in pro-disarmament marches.

In the paper, pupils were given a choice of subjects to write about and in the nuclear debate question several quotations were given for pupils to discuss. One quoted a London businessman as saying: "I think the Government's pamphlet "Protect and Survive" admirable. I have already built an inner refuge, thickly lined with dense materials to resist radiation. My family will probably survive: the family next door will probably not."

● A poem called "When the Bomb Drops" has won the top prize in a contest for secondary school pupils. The winner in the English competition, organized by Mary Glasgow Publications of London, was Rebecca Dale, of King Edward VI school, Louth, Lincolnshire. Notley High School in Braintree, Essex, won the school prize for its school magazine *Notley in front of the children.*

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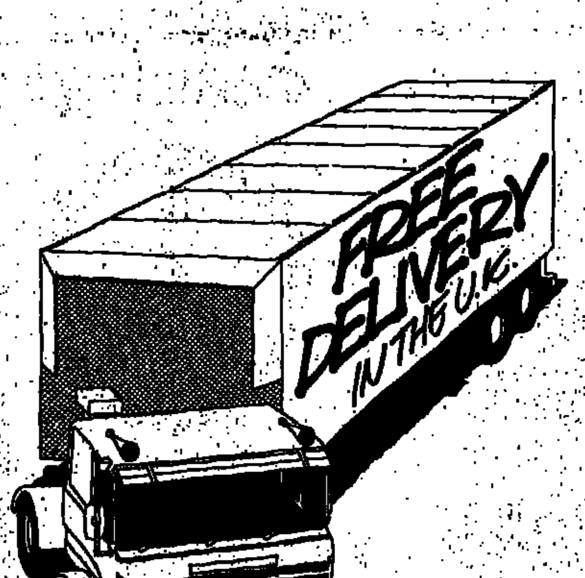

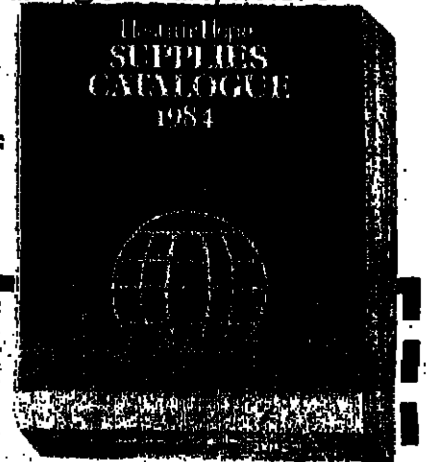

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TES 17/2

Biddy Passmore reports from the SDP/Liberal Alliance's first education conference

Exam reform demanded by Shirley Williams

Shirley Williams

Exams at 16-plus must be abolished and replaced by profiles, school assessment and graded tests, Mrs Shirley Williams, president of the SDP and a former Labour Education Secretary, told the conference.

She said that the exam system was the biggest single barrier to achieving a classless society. Broader exams at 18-plus were needed, and everyone over 18 should have the right to three years' further education.

Mrs Williams' proposals went further than the Alliance Manifesto, which said children should study a broader range of subjects right through to 18, and pledged increased access to higher education.

It is understood that Mrs Williams has not done any detailed costings of her plan to give all adults three years' education, but she believes the cost would be greatly reduced by continuing high unemployment because money would have to be spent on unemployment benefit anyway.

Britain's education system must change because it was no longer in line with the way society was developing, Mrs Williams said. The line between academic and vocational education was at least as serious as – and in some ways worse than – the old line between grammar and secondary modern schools.

She urged the accepted Alliance policy of a Department of Education and Training and praised tertiary colleges for their opportunities to combine academic and vocational subjects. At Halesowen tertiary college, about one fifth of students combined the two, such as mixing a TEC or BEC course with A levels.

Mrs Williams gave faint praise to the "bold and ambitious plan" of Sir Keith Joseph, the Education Secretary, to raise standards. But she said he knew that rate-capping would hinder his plans over the next few years – and anything of importance would come through the Manpower Services Commission.

She took up his idea of objective rather than relative standards in exams – but in the context of a new, broader 18-plus which would straddle both academic and vocational subjects.

On higher education, she defined the problem as "how to save the good and put it in touch with the modern world".

It was vital to get away from the norm of three or four years of higher education between 18 and 21, she said. She was coming to the view that grants should not be given to students unless they had spent some time first in the world of work.

From 16 to 18 a general system of educational maintenance allowances was needed to keep far more young people from all classes in the education system. After that, all should have an entitlement to three years of higher, further or community education, to be taken when it suited them on a credit basis.

Alliance members reject private schools' handshake

Strong hostility to independent schools was expressed by speakers at the first SDP/Liberal Alliance conference on education, held at Halesowen tertiary college at the weekend.

Mr Tim Devlin, director of the Independent Schools Information Service, was given a rough ride when he tried to encourage both the SDP and the Liberals to make a positive commitment to the private sector.

The SDP's stance on independent education was "a crucial hallmark of whether it was a democratic or a socialist party", he said, adding: "When liberty confronts equality, liberty must prevail."

A policy which simply allowed independent schools to exist but removed support and subsidies from them in the hope that they would wither away was just Labour's "Mark 1" policy and had been supported by Mr Tony Benn.

But it also seemed to be supported by most of his audience. And Mr Clement Freud MP, Liberal education spokesman, said he had a certain sympathy for the view of the Rev David Shepherd, Bishop of Liverpool, that the private sector did so much harm that it was questionable what extra harm abolition would do. He conceded, however, that abolition would simply drive the private sector underground.

(During a recent Commons debate, Mr Freud said the Liberal Party would make the private sector more private by removing concessions like charitable status and phasing out the Assisted Places Scheme.)

Mr Devlin suggested eight areas where the Alliance and independent schools could work together:

☐ examining ways of making decisions by the European Court of Human Rights enforceable in British courts;
☐ reintroducing the system of recognizing independent schools as efficient;
☐ working with local education authorities to see if public and private money could be used more effectively to help children who needed boarding places;
☐ supporting a review by an outside body to make sure that independent schools used money gained from educational charity reliefs in the proper way – to help the poor and needy;
☐ cooperating with l.e.a.s and maintained schools to make the best use of the resources of all local schools;
☐ reviewing and making improvements to the Assisted Places Scheme (it was "starry eyed", he said, to think the bright child would reach his full potential in an inner city comprehensive);
☐ setting up a joint working party with maintained schools to see how they could be given the autonomy independent schools already enjoyed;
☐ working together on new developments in the curriculum.

Several speakers remarked sourly that Mr Devlin's views seemed to be based on the assumption that private was better; condescension on the part of independent schools was cited as a major problem bedevilling local attempts at cooperation.

Mrs Rosie Barnes from Greenwich took issue with Mr Devlin's distinction between democracy and socialism. "We are quite firmly both socialists and democrats," she said. This was a case where one man's liberty meant depriving another.

To loud cries of "hear hear" she concluded: "I hope that in 40 years' time, this kind of liberty will have bitten the dust."

But behind her, Miss Margaret Higginson, former headmistress of Bolton School, wailed: "That's what Hitler would have said".

And a Newham primary head later put in a plea for the Assisted Places Scheme. Local comprehensive heads had admitted to her they could not help the brightest children.

The hostility to Mr Devlin's speech by the majority may have been partly due to the apologetic way in which he had presented his case. But it also emerged during the day that all but a dozen of the audience of 150 were professionally involved with the education service.

They gave a more enthusiastic hearing to Mr Tim Brighouse, Oxfordshire's chief education officer, who opened the conference with a speech about community education.

He described three stages of school involvement with the community: "toes in", "waist in" and "really swimming". The first was where schools had parent-teacher associations and parents' evenings: a "social supporters' club".

Schools were "waist in" when parents were involved in activities like school cooking but were not trespassing on the professionals' territory, he said.

But they were "really swimming" when the curriculum fully involved parents, grandparents and local employers. Research in the last five years about the great progress children could make with reading when their parents helped had made him "enormously optimistic" about parents' role as "complementary educators".

True community education must also involve mixed age teaching, an end to exams at 16 and a participative method of organizing the school or college, he said.

But one problem with this ideal was instantly pinpointed by a member of the audience, a former helper in a Leicestershire community college who said parents had too much influence in some areas and wanted all the children to pass exams.

"Can you see a way of involving some parents but not allowing them to stamp on the progressive ideas of some schools?" he asked. Mr Brighouse said the answer was to take parents fully into the school's confidence.

Alliance members also doubted how far parental choice could be reconciled with community schools because middle-class parents would be more willing and able to get involved in schools than their working class counterparts.

But Mr Brighouse said he thought they underestimated the potential in any community to support children.

Probation ban in independents stays

by Bert Lodge

Newly qualified teachers cannot serve their statutory year of probation in a private school, the Government reaffirmed last week.

Nothing prevents them taking such an appointment but they will not be considered to be on probation until they move to a maintained school, Mr Bob Dunn, junior education minister, said in a written reply in the House of Commons.

He told Mr Tom Sackville, MP for Bolton West, that probation was not simply a matter of pass or fail but involved induction and supervision throughout the three terms.

"It is not possible on logistical grounds, nor would it be acceptable to all local education authorities to make the same support and assessment arrangements available to new teachers in independent schools."

Mr Dunn also said that although probation normally lasted one year – or two years in the case of those trained outside the United Kingdom or accepted untrained in special circumstances – l.e.a.s had the power to shorten the period or dispense with it altogether in the light of the teacher's record.

"This power is exercised particularly for teachers with substantial previous experience in independent schools."

It was a common misunderstanding that only teachers who had passed the probation could be appointed above the lowest scale in a maintained school, Mr Dunn said. In fact, an experienced independent school teacher was eligible for an appointment at the appropriate level whether probation had been served or not.

A spokesman for the Independent Schools Information Service said this week that about 900 newly-qualified teachers a year got their first job in private schools.

Popularity of PGCE grows

More than 10,000 graduates were turned away from teacher training courses last autumn.

Some 18,473 graduates applied for places on Postgraduate Certificate in Education courses, but only 8,011 were accepted.

Bachelor of Education courses attracted 13,791 applicants – of whom 6,784 were successful.

These figures, released this week by the Clearing House and Graduate Teacher Training Registry, confirm that there has been increased competition for a career in teaching over the past two years.

Annual report, autumn 1983 entry, Central Register and Clearing House and Graduate Teacher Training Registry, 3 Crawford Place, London, W1 £2.

In-service priority call for least trained staff

The first teachers to attend in-service training courses should be the certificate holders trained for two years, who have never added to their qualifications, says the National Council of Women.

In a report on teacher training the council, one of whose aims is to improve the quality of family life, also calls for the one-year postgraduate certificate of education course to be based on school rather than university term times, and for certain optional topics of study to be made compulsory.

The report, prepared by an educational working party, refers to an estimate in last year's White Paper, *Teaching Quality*, that in 1982 about 90,000 two-year trained teachers were in post who had not taken a supplementary course since qualifying.

"We think that unless retirement is imminent these teachers (and indeed any three-year trained non-graduate teachers who have not had further training) should be the first to receive in-service help."

Those areas classed as options which the working party thought should be "part of the basic professional preparation of all teachers" included speech training, class management and control, and race and sex discrimination.

The education of teachers, The National Council of Women of Great Britain, 34 Lower Sloane St, London, SW1, £2.

NUT Left gains ground in inner London elections

by Richard Garner

Left-wingers have scored a convincing victory in retaining all the three elected posts at the helm of the biggest branch of the National Union of Teachers.

All three Left candidates in the elections for officers of the 13,500-strong Inner London Teachers' Association were successful – despite a split in tactics which emerged during their campaign.

Mr Richard Rieser, the former general secretary of the Hackney Teachers' Association of the NUT who last year brought to an end the 15-year reign of Mr Bob Richardson as general secretary, increased his majority over his rival from 19 last year to 411 this year.

Mr Rieser is a member of a newly re-formed Rank and File grouping within the NUT which has criticized the biggest left-wing group, the Socialist Teachers Alliance, for being "too polite" in its attitude towards the leadership. He beat Mr Richardson by 2,122 votes to 1,711.

Contending for the other two offices, Ms Carol Regan, a member of the Socialist Teachers Alliance, retained the treasurer's post – beating a challenge by Ms June Fisher, a head teacher from Lewisham, by 2,2[illegible] votes to 1,628; Mr John Esterson, an STA member from Lambeth, defeated Ms Rosemary Clark, from Camden, for vice-president by 2,101 votes to 1,743.

The victory means that the Left will hold at least five of the seven officer posts within the ILTA.

Mr Rieser said of the result: "It gives us a clear mandate to campaign for an end to cuts within the ILEA and to oppose the break-up of the service".

A special council meeting of the ILTA was taking place on Wednesday to discuss new moves in the fight against Government plans to replace the Labour-led ILEA by a joint board of borough representatives. One of the moves the leadership is considering is a call for a national demonstration over rate-capping on March [illegible]

Welsh board to embrace technology in exam range

by Nick Wood

The Welsh examinations board is planning a far-reaching extension of the exams and courses it offers schools and colleges.

The move represents a radical departure from the board's traditional fare of GCEs and CSEs. It intends to move into the fast-growing market for vocational and technical exams which is currently dominated by national agencies such as the City and Guilds of London Institute, the Business and Technician Education Council and the Royal Society of Arts.

The Welsh Joint Education Committee, which runs school and college exams in the country, is in the middle of a survey of all its centres to find out how many are entering their pupils for non-academic qualifications of the kind offered by bodies such as the CGLI.

The next step will be for the committee to draw up a blueprint for "integrated technological and vocational courses and exams", initially aimed at the 14 to 16 age range, which should be ready for use by September next year.

Mr Mel Jones, WJEC examinations secretary, said he was certain that the survey would show that a sizeable number of schools and colleges were going elsewhere for non-academic courses.

"It has become obvious to us that the WJEC may not be meeting the needs of schools and colleges in all areas of courses and assessment.

"We are trying to find out what schools want at this point in time, when there has been a massive input of money through the Manpower Services Commission via such schemes as the Youth Training Scheme and the Technical and Vocational Education Initiative.

"Are they satisfied with just O levels and A levels and CSEs? We suspect they are not not and that they want integrated technological and vocational courses as well.

"It is our intention to move into this area for Welsh schools and colleges."

The WJEC's "unique position" as a provider of both GCE and CSE exams plus technical exams for further education gave it the confidence to embark on the project without the fear that its efforts would be hampered by conflict among competing interest groups, Mr Jones added.

The committee has written to all its 320 schools and colleges asking for their views on future courses and exams, and is following up this postal survey with face-to-face interviews between its officials and heads and teachers.

The blueprint now being drawn up will be discussed by WJEC exam committees in May.

Head warns parents of bigger burden on pockets

A headmaster has told parents they are living in a so-called "partial welfare state" and that they will have to dig into their own pockets if they want the best for their children.

Mr John Lilly (left), head of Ringwood School in Hampshire, delivered his warning at a public meeting at the 850-pupil comprehensive called to discuss the school's controversial request for parents to pay for some textbooks.

Mr Lilly later told *The TES* that his remarks were not political. He had simply reminded parents that it seemed county and national policy for the community to make up any shortfall in the budgets of the public services.

Mr Lilly said that the school's financial position was extremely serious.

"We just cannot satisfy the demands of the world out there with the funds we have got. We have got rid of all the fat within the school and we have no other economies to make."

Mr Lilly wrote to the parents of 28 fourth-formers before Christmas asking them to pay for chemistry textbooks. His letter came after Hampshire cut his capitation allowance by about £1,100.

Schools shut in protest by Devon staff

by Hilary Wilce

Schools in Devon were closed on Tuesday afternoon and more than 12,000 children sent home when teachers took action in protest against spending cuts in the county.

Eight schools were closed and 37 partially closed because of action by 300 members of the National Union of Teachers, who staged a protest outside *Devon County* Hall, in Exeter.

Inside, the education committee confirmed its earlier decision to cut its budget for next year by £1.4m and to lose 264 teaching posts – the combined effect of falling rolls and spending cuts.

But the committee revised the way posts would be cut, spreading the load more thinly across schools in the county. Instead of some schools losing one post, more are now to lose half a teacher.

Hard hit in the redistribution are the smallest, rural schools, which up to now have had a minimum of two teachers. Under the new scales, these will have a head and a part-time teacher.

The teaching posts are being lost to release £520,000 which will be spent on implementing the special education provisions of the 1981 Education Act, on books and technological equipment for schools, and on revamped careers education.

The budget is to go to the full council at the end of this month.

Mr Peter Sargent, professional assistant with the NUT district office for South-west England, said teachers saw the budget as "robbing Peter to pay Paul".

Strike over caretaker

Teachers at West Derby Church of England primary school in Liverpool staged a one-day strike on Tuesday in protest over having to share their staffroom with the school caretaker.

The nine teachers – members of the National Union of Teachers and Assistant Masters and Mistresses Association – went back to work on Wednesday but Mr Jim Ferguson, Liverpool member of the NUT's national executive, said they would review the situation "in a couple of weeks' time". He said the caretaker's union, the General Municipal, Boiler-makers and Allied Trades Union was refusing to discuss the situation with the NUT.

The caretaker, who does not have a room of his own, has rejected a compromise whereby he could use the staffroom during his mornings and [illegible]

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NEWS

Hilary Wilce on why some of the mathematicians and scientists who believed that single-sex groups would benefit girls now have serious misgivings about the strategy

Still puzzling over the sexual equation

Pioneers of single-sex teaching groups that were designed to improve girls' performance in maths and science are now admitting they got it wrong.

They say that although results can seem impressive, these are not always the direct result of segregating the sexes and they also point out that such groups can create many more problems than they solve.

Ironically, their about-turn comes at a time when many schools have been persuaded that single-sex teaching can be a quick and simple way of tackling the very serious problems of girls' underachievement in science and maths.

Their enthusiasm stems from success stories such as that of Ellis Guilford School, in Nottingham where, after the introduction of single-sex classes, the number of girls taking chemistry shot up from 18 to 40 in two years, and the number taking physics went up from 13 to 21.

But Mr Barry Talbot, the school's head of science, now says he regrets having introduced segregation.

The real reasons for his success, he says, are that the school acknowledged there was a problem, and that pupils got much better careers advice when they chose their optional subjects.

Single-sex groupings were only a minor factor, and their introduction not only caused a lot of problems in schools, but also went against the ethos of coeducational schooling.

His remarks follow a vigorous condemnation of single-sex teaching by Dr Jan Harding, head of the Girls and Technology Education project (*TES*, January 20), who warned that it could lead to girls getting second-class provision, and echo the doubts of other experts in the field.

Mrs Janet Dawe, an advisory physics teacher involved in a Tameside project that aims to interest more girls in science, is also highly critical of the strategy, and regrets that it has swamped other useful but less controversial approaches.

Three schools in Tameside have experimented with single-sex teaching, but only one now continues this on any significant scale.

Janet Dawe points out that problems can arise within a science department, when teachers disagree about the value of segregation, and between departments when other staff in the school oppose the move.

Such groups have a limited effect if the overall atmosphere of a school remains sexist, she says, and do not appear to offer any benefits to boy pupils.

In addition, schools can run into the problem of what to do with pupils in the fourth and fifth years, after they have been split lower down the school.

"It is no use encouraging the girls if they can't cope with the attitude of the boys" she says, "or the boys cannot appreciate the ability of the girls in 'their' area. Single-sex groups can also create discipline problems, she believes.

Her doubts are echoed by a former Tameside science support service colleague, Mrs Gill Rhydderch, who, with experience of single-sex teaching in three different schools, feels teachers are often unprepared for "inevitable" problems such as "the sheer scale of discipline required to teach 33 second-year boys, or the apathy that can be found in an all-girls class at times."

She points out that factors other than segregation affect results. In one Tameside comprehensive the insistence of a previous head of science that girls should not study physics in the fourth and fifth year had meant very few girls taking both physics and chemistry in the upper school. Single-sex teaching appeared to have a dramatic result in the school, but this was probably more directly the effect of a new and younger head of science.

"I do not believe that single-sex classes, in isolation, will attract more girls into physical sciences, and it seems wrong to encourage teachers to think this is *all* they need to do," she says.

"If a teacher in single-sex classes does not look at how he or she behaves, then nothing has been learned, because such things as teaching style and classroom organization seems critical in deciding whether girls will do well."

Simple strategies can do a lot to help girls in mixed classes, she believes. They include asking questions of individual pupils and making sure there is no "girls' ghetto" at the back. It is also vital that girls get vital attention at the start of practical sessions.

In fact, it seems that almost any strategy which acknowledges the problems of girls in maths and science, and which focuses attention on them, will have results.

At Rydens School, Walton-on-Thames, one physics teacher, Mrs Paula Shorter, insists that all her pupils work in mixed groups. Initially she did this to break up distracting friendship groups, but she has come to believe both girls and boys benfit from this approach.

The boys' natural inclinations to "push and shove and barge about" are curbed by their girl co-workers, she says, and in doing experiments, while the boys rush heedlessly in, the girls concern themselves with correct procedures.

"Boys learn a lot from girls about setting out their work. You very rarely see a girl leaning over a boy's shoulder to see how to write things up."

Girls' participation in physics is increasing at the school, although for Mrs Shorter the main reason for this is the example of the teaching staff. In the first year she joined the physics staff, 10 girls went on from her classes to choose physics, but only one girl went on from each of the male teachers' classes.

But until more statistical evidence is available, the case both for and against single-sex teaching will revolve around the hunch and the anecdote.

Some evidence has emerged, but it is confused and difficult to interpret. An analysis of results in a Tameside school that introduced segregated groups in the physical sciences for a single year-group for two years – the second and third years in school – showed a remarkable improvement in the girls' scores in the second-year science exam.

While 24 per cent of girls scored less than 50 per cent in 1981, only 11 per cent were in this bottom range in 1982. At the other end of the scale the proportion of girls scoring above 75 per cent more than trebled between 1981 and 1982.

However, Gill Rydderch, who conducted the analysis, points out that the research was complicated by the school switching from a selective to a comprehensive intake, and also by several changes in the science staff.

And although the exam results were dramatic, she also notes that while staff at the school began the scheme convinced of its importance and deeply committed to it, within a year some had turned against it totally.

Much more detailed research is being carried out on results from Stamford High School, in Ashton-under-Lyne, which began an experiment with single-sex maths teaching in 1978 and has now established segregated groups for maths throughout the first few years.

This school is the most-quoted example of a single-sex success story. While girl pupils taught in mixed classes averaged only 43.9 per cent in their second-year exams, the all-girl classes got an average mark of 54.7 per cent. And the number of O-level passes achieved by girls has risen from one in 1977 to 15 in 1983.

However, results of the school's experiment, which is comparing single-sex and mixed groups, will not be known until after the summer of 1985 when a single-sex set has at last gone right through the school.

Mr Stuart Smith, former deputy head at the school, is monitoring the results of mixed versus single-sex teaching with a research grant from the Equal Opportunities Commission, and is reluctant to draw premature conclusions.

However, he says that while it is apparent that girls are trailing behind the boys in mixed groups, there may be relatively little to choose between the achievements of girls in single-sex and mixed groups in basic numeracy, if not in the area of problem-solving.

He also ventures that staff at the school are "not sold on" single-sex teaching, which has raised problems of classroom discipline, and that he quite understands anyone who is suspicious of the technique.

"There is obviously far more to it than that," he says. "Parental attitudes, teacher attitudes – they all favour boys. Single-sex setting probably can be justified as a short-term measure, but you've got to change attitudes way beyond that."

PRIMARY

Parental help not being enlisted

by Nick Wood

Few infant schools actively help children to read books at home to their parents despite growing evidence of the educational value of such cooperation.

This is the main finding of a newly-completed study by researchers at Sheffield University's Institute of Education.

The investigation, led by Dr Peter Hannon, concentrated on whether schools allowed children to take their reading books home and whether they offered parents guidance and support on how the books should be used.

The results make depressing reading for those familiar with the startling achievements of the Belfield and Haringey projects where parents regularly heard young children read at home. In Haringey, for instance, parental help led to dramatic rises in reading scores, in marked contrast to what happened when extra tuition was restricted to the classroom.

The Sheffield researchers interviewed heads, teachers of top infants' classes and a sample of 60 seven-year-olds at 16 infant and first schools within a northern education authority.

Only three of the 20 teachers allowed reading books home without expressing any reservations about the practice. Of the rest, three were not allowed to by their heads, five forbade it and nine had misgivings.

Most of the teachers were worried that different teaching methods would cause confusion, that books would not be returned or damaged, that children would become bored by reading the same book twice and that parental pressure would make children anxious.

Similarly, just three teachers advised all their parents on how they should go about hearing their children read. "The majority of parents receive little or no guidance," the researchers write in the latest issue of *Educational Research*, the journal of the National Foundation for Educational Research.

They also found "very little evidence of systematic monitoring of children's reading at home".

The interviews with the children backed up the findings. Although roughly half read aloud at home to their parents or brothers and sisters and the rest read to themselves, only two children out of 60 questioned were identified as definitely taking home school reading books regularly.

"Even in classes where children are allowed to take books home, there seem to be no grounds for supposing the frequency to be much higher than one in 20 per night," the researchers say.

Parental involvement can lead to dramatic improvement in reading.

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Welsh accent is on fun

A home reading project involving around 60 primary schools and 3,000 families has been launched in the valleys of South Wales.

Parents in the Cynon, Methyr and Rhondda districts are listening to their youngsters read at home for three 15-minute sessions a week. New words are taught at an extra session using home-made materials.

Parents have been introduced to the project at school meetings organized by Mr J Alan Evans, reading adviser for Mid Glamorgan, who says the accent is on reading for fun.

Books are being supplied by local libraries or the families themselves. Children have been given colour-coded cards indicating their reading level and these are used by librarians to recommend suitable stories.

Schools have been discouraged from lending books because such services often collapse in the holidays, Mr Evans says. Parents are being kept abreast of the project's progress through a [illegible] newsletter which is sent to their homes.

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SCHOOL TO WORK

MSC rushes to axe projects still under debate

Local Manpower Services offices have already begun implementing swingeing cuts in the part of the Youth Training Scheme which is not run by employers. They are closing down whole projects without waiting for the outcome of the battle between the Employment Secretary – who has ordered the cuts – and the Youth Training Board.

The board, which is now more or less resigned to losing three-quarters of the 80,000 places originally to be provided in colleges, is fighting to keep at least 70,000 places in training workshops and community projects run by local authorities and voluntary organizations. Members of the board who saw Mr Peter Morrison, a junior employment minister, on Monday will tell the board today that he still insists on cutting back to 60,000.

Even some local MSC managers are confused about the reasons for the cuts. Mr Geoffrey Badcock, a South Yorkshire manager, has written to Doncaster's education director, Mr Michael Pass, explaining unhappily that the city's community project places are being cut back by nearly half to 400.

At the head of the reasons he lists for the countrywide cutback in such places is "the reduced budget available to the MSC"; but an MSC headquarters official admitted this week that there had been no such reduction in YTS funding. He confirmed that the reasons were the others that Mr Badcock mentioned – the Government's insistence on trying to turn YTS into a scheme to be run mainly by employers and the Minister's instructions to the commission.

Edited by Mark Jackson

One of the projects most directly affected is Doncaster's widely-praised Metro Action Scheme, run by the local authority, which provides trainees with work and training on construction projects and joinery work, horticulture, and in hospitals and schools. The scheme, started for the Youth Opportunities Programme five years ago, was expanded at the MSC's urgent request from its original 125 places to nearly twice as many two years later.

By the time YOP ended the original project, Metro Central had hived off two separate schemes, Metro East and Metro West, each with room for 125 trainees, while itself providing 225 places.

MSC officials asked Metro to provide that number of places for the YTS's launch last September, but arguments between the commission and the local authority over staffing and premises delayed the approval until November: despite that late start, Metro Central recruited 118 trainees but the following month the MSC suddenly cut back the places to 125.

Now the education department has been told that Metro Central must close down altogether by the end of March. The other two projects have had their total of 300 places cut back to 180.

Mr David Parkin, Metro Central's director, said: "It all makes nonsense of the allegations which the commission were putting out a few weeks ago that the target number of places in these Mode B schemes had to be reduced because the trainees were not forthcoming. We have always filled without difficulty, and it seems to be the employers' places that can't be filled. The particular problem, however, is that a lot of the sort of youngsters that we have been taking are going to be unacceptable to most employers, whatever the Government thinks."

Ideological spite and ministerial whim were the twin determinants of Government policy towards YTS, Mr Donny O'Rourke, chairman of the British Youth Council, told a conference organized by the Youth Training Unit of the Scottish Community Education Centre at Stirling University last week.

The crazy decision to cut back on places in Mode B was an example of spite. It was a decision taken on guesswork, because as with the rest of YTS, hard information about schemes and trainees was just not available.

From the point of view of the MSC Youth Training Board (of which he is a member), Mr O'Rourke said the YTS perspective was bleak, flat and arid. Some of the things that were happening were letting young people down: the gap between the aspirations of the Youth Task Group report and YTS as it had evolved in compromise had to be closed by making a constructive fuss about youth training.

In the Youth Training Scheme's consultative machinery, "youth" was treated as a minority group, along with blacks, women and the disabled. And in practice the consultative process bypassed youth representatives. The Youth Task Group had spoken in terms of partnership, but in the event the partnership had turned out not to be between equals but between the CBI as the dominant force, the TUC's intimidating bureaucracy – and the rest, including youth interests. And Ministers tended to get what they wanted.

Mode B was about jobs, and similar schemes under the Youth Opportunities Programme had excellent records in this respect. But Mode B schemes did not reflect the traditionalist heavy engineering economy that the scheme in its loopy, inconsistent, way seemed to favour.

The fact was that Government interests did not coincide with those of young people, and the way ahead was to insist on genuine partnership between industry and the Mode B providers.

Sex roles also trap boys

by Richard Garner

Boys suffer as much as girls from sexual stereotyping when considering a career, a former teachers' union leader said this week.

Mr John Baillie, principal of Southwark college and a former executive member of both NATFHE, the college lecturers' union, and the National Union of Teachers, said youngsters faced many constraints when making their choice.

In an article in the NUT's annual careers guide, he wrote: "Areas of high unemployment may not have a range of employer-based Youth Training Scheme schemes: rural areas may have a limited range of vocational further education courses or no college within reach at all."

Job stereotyping was another constraint "amounting at extremes to discrimination". Mr Baillie said: "Though girls and ethnic minorities suffer most obviously from such habits of thought, it is arguable that boys also stereotype themselves away from work they would enjoy and do well."

In particular, he had been thinking about secretarial skills and the way in which business management courses still tended to mean secretarial skills for girls and management techniques for boys.

However, he felt there was some movement away from this stereotyping – and felt that this was likely to continue with the advent of new technology.

Learning comes through the lens of a camera for this 16-year-old on the TVEI programme at Emrys ap Iwan school, Clwyd. A TV production module is part of the course.

TVEI losers question verdict

A number of local authorities are protesting to the Manpower Services Commission at their exclusion from the expanded Technical and Vocational Education Initiative pilot programme. They want to know why proposals for introducing work-related courses in their secondary schools were considered not good enough by the national steering group.

The authorities feel that the failure of their bids implies criticism because the Commission, inviting applications from authorities wanting to join the 14 already in the programme, had said it was ready to fund all projects that met the national criteria. About two-thirds of the applications were approved.

Among the education committees which are demanding an explanation is Haringey, whose chairman, Mrs Nicky Harrison, is a member of the TVEI steering group which turned down its proposal.

Mr R L Jones, the borough's deputy chief education officer, said this week: "One would certainly like to know in what way the criteria were not satisfied."

Meanwhile, a senior educational administrator for one of the group of authorities already running TVEI products is warning that the expansion of the programme to include more than half the authorities in England and Wales may lead to fierce competition for staff. Mr Keith Evans, deputy director for Clwyd, told *The TES* last week that to run the new kinds of courses properly meant recruiting staff with skills and experience that were in short supply generally.

Clwyd's TVEI projects, which include radical reform of the curriculum for the majority of the over-14s in some of its schools, are being widely admired in the education service. Last week a group of heads and education department officials from Coventry visited the county to study the scheme before embarking on their own TVEI project, *The TES* will be looking in detail at some of the more striking Clwyd innovations next month.

Richard Garner writes: Among the other problems that may lie ahead for the programme is the possibility of a withdrawal of some union support: the NUT, which has until now cooperated closely, has protested against the lack of consultation with teachers over the new batch of projects and some of its London branches have tabled a motion for this year's annual conference urging that a curriculum including technical education for all pupils should replace the "divisive" TVEI.

The Socialist Teachers' Alliance – the biggest Left-wing group in the union – says it hopes to "win the NUT to public campaigning against the TVEI and the Department of Education and Science's special project for low attainers".

The statement said that both schemes were not only divisive, but were leading to a narrowing of the curriculum, adding that girls and black students were under-represented in them. The STA says that extra funds should be provided by the DES and earmarked for use in the technological education for all pupils.

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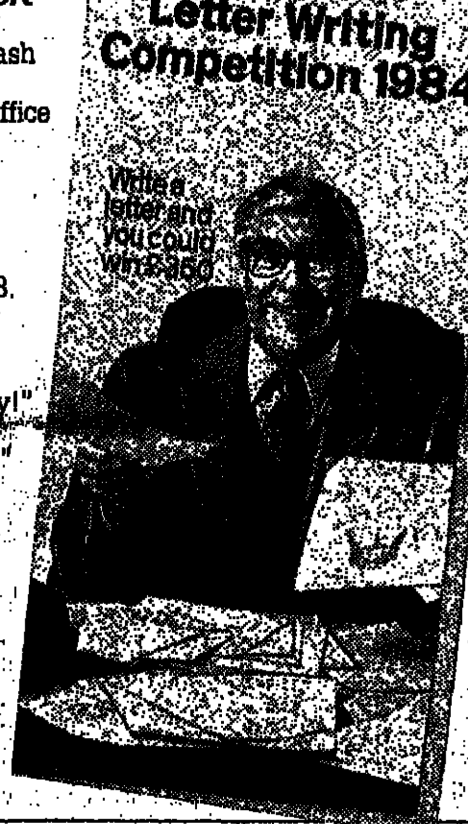

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NEWS

Youth clubs 'not grasping opportunities'

Youth clubs attached to schools in Bedfordshire fail to capitalize on the advantages of their position, according to an HMI report on the country's youth service.

Several of the clubs looked at were on school premises, and the staff had day-to-day links with the headteachers over accommodation, pastoral matters and lunchtime clubs. Apart from this "there is no apparent attempt to develop closer working relationships or curriculum ties between school and club, to share responsibility for lunchtime activities or to develop joint supervision of pupils approaching or undergoing suspension."

Life in schools was complicated by the fact that youth clubs sometimes had different rules. For example, pupils were sometimes allowed to smoke in lunch clubs. The clubs, in turn, complained that although schools had the right to decide how their accommodation was used, they sometimes found their booking of school facilities was altered at short notice.

Overall, the youth service was caring and committed, and many members of staff deserved high praise. But there was a common failure to agree priorities and set work targets, as a result of which many staff had an excessive workload. Many staff could not offer a wide enough range of skills, particularly in cultural or aesthetic activities or even in physical activities.

Prep school fails to impress inspectors

Elgin House Preparatory School, Doncaster is strongly criticized by the Inspectorate for concentrating too much on the three Rs, and for an inadequate supply of books and materials.

Unlike most prep schools, Elgin House sends most of its pupils to maintained secondary schools. The mixed school, catering for 50 children aged 2 to 12, is based in a Victorian house, which is also the home of the headmistress.

Though the inspectors agree that it is difficult for a small school to offer the whole curriculum, they say there is an urgent need to extend what is on offer. Standards in French were good, but art, craft and science all had a limited place.

Although materials and equipment for nursery age children were satisfactory, books and resources in the rest of the school were meagre.

The most pressing need was to reduce the high staff turnover. HMI also noted that none of the seven teachers had been on an in-service course recently.

The inspectors are also most unhappy about **Park South Junior School, Swindon, Wiltshire.** Though they say the school achieves some success in music, reading, and educational visits, "in other areas, notably English, mathematics, science, history, geography and religious education the standards achieved are uneven and reflect inappropriate expectations and lack of planning for progression."

"More generally, within the curriculum there is insufficient intellectual challenge in the work, a dearth of aesthetic experience and lack of opportunity for creativity."

The school had to cope with a large number of children with special needs and the situation was not helped by the poor condition of the building. The playground at the rear was disused and covered with rubbish and broken glass. Continuous vandalism of both premises and grounds "seriously limits the extent to which they can be used for educational purposes," the inspectors say.

On the plus side, the inspectors mention popular extra-curricular activities to which the staff give their time generously, as well as good links with parents.

Too much time is being devoted to English and mathematics at **St Peter's Church of England Junior School, Horbury, Wakefield,** the Inspectorate says.

The report praises the standards reached in both subjects but says as much as 55 per cent of the available lesson time is devoted to them.

It suggests the allocation of time and organization of subjects should be reviewed and that teaching methods should be reconsidered as some children of high ability are not being fully stretched.

But standards in the main subjects taught are praised. Reading standards are good and there is some imaginative writing of high quality.

Having to operate on three sites created problems for **New Heys Comprehensive School, Allerton, Liverpool.**

The inspectors found organizational difficulties, with many classes starting late and pupils arriving after lessons had started.

The English department worked under particularly adverse conditions, as the subject is taught on each of the three sites.

One subject singled out for criticism is pottery. The report complains of the poor examples of pupils' work, the dirty appearance of the pottery room and instances of undisciplined behaviour.

Reports were also published on **Greenfield School, Bradford; Sudley Junior School, Liverpool; Cator Park School for Girls, Beckenham; Wrenn School, Wellingborough, Northamptonshire;** contemporary European Studies at the **Polytechnic of North London;** and social work at **Nene College, Northamptonshire.**

Class sizes

The 1974 to 1983 pupil-teacher ratios for English secondary schools listed in *The TES* on February 3 were, in fact, average class sizes.

NOTICEBOARD

Compiled by Mary Cruickshank.

PEOPLE...

SCHOOL APPOINTMENTS

Mr Robert Branch to be head of Chatsworth County Primary School, Liverpool.
Miss Gillian Wilkinson to be head of Cross Farm County Primary Infants School, Liverpool.
Mr Andrew Fairman to be head of St Anne's Primary School, Diocese of Southwark.
Miss T Fletcher to be head of St Elphege's Infant School, Wallington, Diocese of Southwark.
Mrs Vivienne Lake to be head of St Joseph's JMI School, Greenwich, Diocese of Southwark.
The Rev Michael Blackburn to be head of Salesian College, Battersea.
Mr Dennis Lewin to be head of Blue Coat Church of England Comprehensive School, Coventry.

COLLEGE APPOINTMENTS

Dr Robert Rodgers to be Principal of Stranmillis College, Belfast.
Mr Noel Kershaw to be Principal of Yeovil College, Somerset.

ADMINISTRATIVE APPOINTMENTS

Sir Keith Joseph has appointed **Mr Neville Labovitch, Professor Pat McKeown** and **Mr John Pike** to the visiting committee for the Royal College of Art. **Professor John White** has been reappointed for a further period until June 1986.
Professor James O'Callaghan and **Mr David Quarmby** have been appointed to the visiting committee for Cranfield Institute of Technology.

CONFERENCES...

March 17
Education for Capability in the Comprehensive School: a conference to inaugurate the north and east Midlands Centre for the Study of Comprehensive Schools will be held at the University of Nottingham School of Education. The speakers are Professor Charles Handy and Mr David Styan. Details from Mr Martin Baxter, Education Department, Northampton House, Northampton NN1 2HX.

March 24
A one-day conference on *Schools/Industry Links – Good or bad for schools?* organized by Programme for Reform in Secondary Education will take place at Brondesbury and Kilburn High School, London NW6. Topics include Mini-Enterprises, Learning about Trades Unions, Work Experience in the Schools Curriculum and TVEI. Details from Zoe Image, Camden Westminster Teachers' Centre, 100 Stanhope Street, London NW1.
The British Education Management and Administration Society is holding a one-day conference on *Education in the Market Place – An End to Professional Control?* at the University of Birmingham Faculty of Education. Details from Tony Gelsthorpe, Thomas Estley Community College, Station Road, Broughton Astley, Leicester LE9 6PT.

March 29–30
A New Role for Higher Education: A two-day conference held jointly by the Careers Research and Advisory Centre (CRAC) and the Association of Sandwich Education and Training (ASET) at Churchill College, Cambridge. Details from CRAC, Bateman Street, Cambridge CB2 1LZ.
April 6
A sixth form conference organized by Kingston Polytechnic on *Government in the Thatcher Era* for A level government and politics students. Speakers include Professor Dennis Kavanagh. Inquiries to Mark Hagger, School of Economics and Politics, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames, Surrey.

April 7
Music in Early Childhood Education – a one-day conference organized by the Music Advisers' National Association at the Guildhall School of Music and Drama, The Barbican, London EC2. Applications are invited from nursery and infant teachers, play-group leaders and those concerned with education of three to seven-year-olds. Details from the County Music Centre, Gordon Road, Winchester, SO23 7DD.

COURSES...

The Rural Music Schools Association is holding an Anglo-German music week at Westonbirt School from July 15–22 for British and German musicians aged between 16 and 30; and an Anglo-French week at Vienne, near Lyons from August 2–12. For details of these and other music courses run by the association, please contact the Secretary, RMSA, Little Benslow Hills, Ibberson Way, Hitchin, Herts SG4 9RB.

Working in the Primary Classroom is a one-week residential course arranged by the National Association for Primary Education, and aimed at lecturers in colleges and universities who are being asked to teach primary training courses without much experience of primary schools. The course is at Whitelands College, London on April 1–6, fee including residence £150. Details from Christopher Jarman, Whitelands College, West Hill, London SW15 3SN.
March 12

EVENTS...

The British Educational Management and Administration Society lecture on "The Management of Non-Teaching Staff" will be given by Mr Colin Riches at Harrow Teachers' Centre. Details from Elsa Davies, Head Teacher, Whitehall School, Cowley Road, Uxbridge, Middx.
MARCH 17
All People Together: a one-day workshop organized by the College of Preceptors on the school assembly in a multicultural society, to be held at Whitelands College, London SW15. Details from the Secretary, Mr Geoffrey Edwards, 15 Sussex Road, Ickenham, Uxbridge, Middx UB10 8PN.
The spring meeting of the South-West Branch of the Centre for the Study of Comprehensive Schools will be held at Liskeard Upper School. Details from P Salmon, Headmaster, St Stephen-in-Brannel School, St Austell, Cornwall PL26 7RN.
March 24
Aviation Projects Day for Teachers at Wellesbourne Airfield, Warwickshire. Details from Mrs Ann Bond, British Women Pilots' Association, Ivy House, Whichford, Shipston-on-Stour, Warwicks.

COMPETITIONS...

The Black Youth Annual Penmanship Awards essay competition has been

launched by the Afro-Caribbean Education Resource Project. For details of topics, please contact ACER Project, 275 Kennington Lane, London SE11 5QZ. Closing date June 30, 1984.
The Child Poverty Action Group has launched a national poster competition which aims to encourage art work which will confront popular myths about poverty in Britain today. The competition is open to art students and professional designers and entries should be submitted by April 16. Details from CPAG, 1 Macklin Street, London WC2.

RECENT PUBLICATIONS...

Linguistic Minorities in England – the report of the Linguistic Minorities Project submitted to the Department of Education and Science in July 1983 is available by post from TINGA TINGA, Heinemann Educational Books, Darby House, Bletchingly Road, Merstham, Redhill, Surrey RH1 3DN, price £2.95 + 50p postage.
A training exercise for governors of infant schools, based on safety problems at an after-school playcentre, has been produced by the South East region of the Society of Education Officers. The booklet, *Play Centre*, is obtainable from Tom Hinds, Education Department, Shire Hall, Castle Hill, Cambridge. Price £1.
Steam – a new magazine published by ICI Schools Liaison Section aims to link science teachers and their students with scientists working in industry. It is a combination of scientific articles, photos and news stories and costs £2, post free from ICI Educational Publications, PO Box 96, Homchurch Close, Coventry CV1 2QZ. Please make cheques payable to Imperial Chemical Industries PLC.

INFORMATION WANTED...

A reunion of students who entered Coventry College of Education, Canley, in 1964 will be held in September. Former students who would like to take part should send a stamped addressed envelope to J Paley and T Lewins, 18 Smarts Road, Bedworth, Nuneaton, Warwickshire.
A primary head-teacher undertaking an investigation of management training provision for newly-appointed head teachers would like to contact primary heads appointed since January 1982 who would be willing to complete a questionnaire about their views and observations. All information will be treated in confidence. Please write to Ciaran Clerkin, Manor JMI School, Richardson Road, Stratford, London E15 3BA.
A postgraduate researcher would like to hear from teachers who have or are at the moment teaching what they consider to be hyperactive children. Please write to Mary Robertson, 43 Layhams Road, West Wickham, Kent.

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OVERSEAS

Hard sell used to spell out the facts of life

Fifteen thousand teenage pregnancies occur every year.

UNITED STATES

Jeremy Gavron on a controversial sex education programme

The city of New York is to introduce a controversially frank sex and health education programme into its schools as part of an \$11m (£7.85m) injection of funds into health services for children.

The programme, which will be incorporated into the syllabus from kindergarten onwards, has caused an outcry because it plans to instruct 13-year-olds in detail of such things as homosexuality, sexually transmitted diseases, masturbation, menstruation, rape, contraception and pregnancy.

However, advocates of such teaching point out that recent polls have shown that one in four teenage New York girls have sexual relations by the age of 15 and that 15,000 teenage pregnancies occur in the city every year, of which two-thirds end in abortion.

"You hear people say that sex education gives kids ideas," said Ms Madeleine Colon, a youth counsellor in the south Bronx, "but they're already responding to messages from the movies, from television, and from rock lyrics which their parents don't know how to counteract. They're getting pregnant and having babies when they're 14 and 15-year-olds. And a lot of them couldn't tell you where or what their uterus is – and I mean *after* they have had their babies."

The sex and health programmes announced by Mayor Edward Koch, will be based on the concept of the "spiralling curriculum", whereby themes are introduced at early levels and then built upon as the children grow older. For the youngest the information will be integrated into all subjects, and later on covered in separate health classes.

The curriculum for health education recommends that children learn about teeth in kindergarten, the senses at age six, eyes and ears at seven, and so on. Teachers will emphasize both how the body works and how to look after it.

The Family Life/Sex Education programme, which has been developed separately, will combine learning about family values with facts about sex and reproduction. At kindergarten the children will learn how humans and other animals start as fertilized eggs, and how families begin. With 12 and 13-year-olds, the teacher will discuss a whole range of more specific sexual subjects.

Over the next three years \$3.4m will go into training teachers to implement the curriculum. While the scheme will advocate family values (including those of one-parent families), teacher training will screen out those whose teaching reflects any particular bias.

A report by professors at Johns Hopkins University, released in 1982, which draws from national surveys, has produced hard evidence that sex education does not result in increased sexual activity among teenagers. It also shows that girls who have had sex education are less likely to get pregnant.

A more recent survey in New York, by Cornell University, reported significant changes in the teenagers' sense of responsibility and information about sex. If girls of 13 and 14 are getting pregnant, the survey emphasized, there is little point teaching them about contraception when they are 15.

Health education and care are also badly needed in the city. Leslie Goldman, executive director of the independent School Health Curriculum Project, stresses that during the city's fiscal crisis of the past decade, there has been "little to no health education". Their aim, she says, "is to teach the kids to make informed decisions about their health". The health care programme is the first of its type in an American city.

A further \$5.4m is to go towards providing an additional 198 nurses and 118 public health assistants, which by 1986 will ensure that the equivalent of primary schools will have a health team of one nurse and one public health assistant at least one day a week.

In the poorer areas, where children often receive no health care outside school, the health team will be there two days a week. Secondary schools will have part or full-time health counsellors.

The city's Department of Health recently conducted a survey of students aged 9, 12 and 15, and discovered that at least 23 per cent of them required medical referral for vision, hearing, cardiac, orthopaedic, asthma and other problems.

Female illiteracy problem

CHINA

Nearly half the women in China are completely or partly illiterate, and almost none of those aged 60 or over can read or write more than simple sentences.

Details released from China's third national census, taken in 1982, show the rate of illiteracy or semi-illiteracy in women was 45.27 per cent of the adult population, nearly two and a half times the men's rate of 19.17 per cent. And a one in ten sample of the population taken during the census showed that of women aged over 60, 95.46 per cent were illiterate.

Attempts to achieve universal literacy in China are thwarted by the many thousands of characters which make up the Chinese written language.

Illiteracy and semi-illiteracy are defined in China as the inability of people aged 12 years and over to read and write, or to recognize more than 1,500 characters, read popular books and newspapers or write simple notes.

The census showed that 235,820,002 Chinese were unable to read or write adequately – 31.9 per cent of the over-12s, and nearly a quarter of China's total population of one thousand million.

The illiteracy rate in the countryside, where four out of five Chinese live, was, at 34.78 per cent, more than double that in the towns and cities, where it was 16.43 per cent. Twenty years ago 52.4 per cent of those aged 13 or over could neither read nor write.

Telling tall stories . . .

WEST GERMANY

Some folktales have been cleaned up over the years. Wellington Long reports

Fairy tales were more realistic – and much more interesting – before early nineteenth century writers began publishing sanitized versions for readers of that prudish era.

Professor Heinz Roelleke, of the University of Wuppertal, says this is one of several discoveries he and his staff and students made as they delved into the origins of fairy or folk tales such as those codified by Jakob and Wilhelm Grimm of Germany.

His findings are in line with those of Mr Norman Iles, an English researcher, who recently published a collection of unexpurgated nursery rhymes which gave a new and quite different slant on old favourites like "Goosey, goosey, gander".

Professor Roelleke and his assistants have learned, for instance, that although hundreds of fairy or folk tales are told in all European languages, in fact there are no more than about 50 basic plots, all of which have simply been reworked countless times.

But they were startled to discover how heavily edited the stories were when authors such as the Grimm Brothers began writing down the tales hitherto passed along the generations by word of mouth.

The Grimm Brothers were publishing during a prudish era when women were not even supposed to have legs. Dress styles during the first quarter of the nineteenth century, when the Grimms were active, required that women be covered from neck to ankles, and bodily functions, if mentioned at all, were given camouflaging labels.

So it was only natural that the Grimm Brothers bowdlerized the folk tales as they recorded them.

Take the story of Little Red Riding hood. As we know the tale, Little Red Ridinghood is taking a present to her grandmother. But a wolf has eaten the grandmother, dressed in her clothes and crawled into her bed. When Little Red Ridinghood arrives, the wolf eats her, too. Happily, however, a hunter comes along, realizes what has happened, and slits the wolf open, restoring both Little Red Ridinghood and her grandmother to life.

However, according to the version that delighted the court of France's Louis XIV the wolf was a heartbreaker who seduced Little Red Ridinghood into his bed, keeping her occupied there for so long that grandmother went hungry and grew ill. That version had no chance of seeing print in 1820.

More daring tale for France.

Then, there's the story of the girl imprisoned in a tower because her mother has promised her to a witch. The girl is discovered there by a prince riding out. She lets down her long hair, and the prince uses it as a rope to climb up to the girl. He visits her several times.

Inevitably, the witch discovers them, separates and punishes them. But eventually, the prince and the girl are reunited, get married and live happily ever after.

But that version, passed on to us by the Grimm Brothers, omitted an essential element that added suspense to the original, oral account.

Before the Grimms edited it, the story had it that after several royal visits to her tower – of which the witch is still unaware – the girl mentions to the witch that for some reason, her dresses have become too tight.

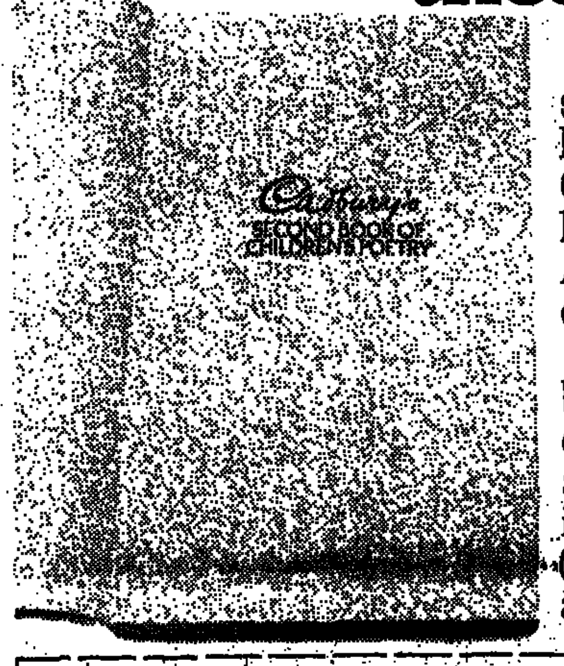
In fact, that remark may be what rouses the suspicions of the witch, who decides to spend more time watching the tower, and thus is able to catch the prince and the girl *in flagrante*.

Professor Roelleke says that most of the fairy tales were edited in this or similar ways. Nevertheless, psychologists have found it useful to study fairy tales. Cinderella, for instance, sublimates the problems caused by the onset of puberty by working hard. The sleeping princess deals with her sexual problems by simply going to sleep and shutting out the world.

Professor Roelleke reports that his researchers also discovered that as the folk tales were passed down the years, the leading characters sometimes changed sex.

This may be because the earliest storytellers or minstrels were men, while mothers and grandmothers later took over this function and each group simply described the central characters in their own image.

Could your pupils fill these pages?



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OVERSEAS

A policy to breed better babies

SINGAPORE

Children of graduate mothers are being given priority for school places. By a special correspondent.

If you are an ambitious Singaporean child anxious to attend one of the Republic's top schools, you had better be sure you have a graduate mother.

Unless you possess this well-educated parent, you will not qualify to enrol in Singapore's choice schools. That is what is in store for the island's five and six-year-olds when they register for kindergarten and primary classes in July.

The new education policy which will grant schooling privileges to those born of tertiary-educated mothers follows Prime Minister Lee Kuan Yew's controversial suggestion that university educated women should do the child bearing in the Republic – a tiny island which has no natural resources except its people.

In his National Day speech five months ago, Mr Lee expressed his concern that lesser educated women are having too many children, while women with university education are having too few.

If this lopsided trend is not arrested, Singapore's graduate population will shrink and the country will be threatened by a smaller pool of talented people to maintain high standards, he maintained.

The premise that educated women bear brighter children sparked off a public debate that raged for weeks.

Just as the dust began to settle, the education authority unfolded its new policy which, in essence, represents a turnabout in the government's "Two is Enough" population slogan.

Through this policy, top priority will be given to those who have graduate mothers where there are three or more children in the family. Next comes educated mothers with two children. Third priority goes to those whose parents do not have a tertiary education but were sterilized after their second child. Uneducated parents, defined as those with only three O level passes, who have two or three children have been relegated to second last position. And as before, last are children of non-Singaporeans.

Under the old policy for school registration, priority was given to children who had an elder brother or sister in the school. Those whose parents stuck to the Two is Enough population control slogan and got themselves sterilized after the second child, got second priority. The parents' level of education was not considered.

When the education authority was asked why the new policy focused on women's education rather than men's, an official replied that educated women almost invariably married educated men whereas educated men often married uneducated women.

Dr Goh Keng Swee, Singapore's Deputy Prime Minister and Education Minister, made the shock announcement at the end of last month. He gave statistics to show why well-educated mothers should be enticed to have larger families.

Women with university degrees and aged between 25 and 39, are having an average of 1.3 children while those in this same age group but with less education have 2.9 children.

One of the causes was that the government introduced sterilization as a precondition for priority in the schooling of children. As a result, between 1973 and 1982, the percentage of graduate mothers who were sterilized was nearly double that of those who were less educated.

"To correct the imbalance, we must encourage those who are well educated and can afford to have large families to do so," Dr Goh said. "One measure is to assure such parents who intend to have two or more children that they will be given priority to enrol their children in schools of their choice," he added.

On the other hand, less educated couples will have to accept sterilization to keep their families small if they want priority for getting into schools.

The policy has also revived the quiet but sensitive issue of racial inequality in an overwhelmingly Chinese country. According to the latest (1980) census, 71 per cent of those with higher education degrees are Chinese. Malays and Indians, who are the second and third largest racial groups in the Republic, can claim to only 1.5 per cent and 7.9 per cent of university degrees, respectively.

The government's eagerness for graduate women to have more babies also stands at cross purposes to its stated desire to have more educated women join the labour force.

As one woman graduate banker who has two children puts it succinctly: "The government needs me here and it needs me at home making babies. Where do I perform the greatest national service?"

A healthy treat for pupils

TURKEY

Turkish primary school pupils returning from their mid-year vacation last Monday were in for a pleasant surprise – a free gift of – among other things – hazelnuts, grapes and apples courtesy of the Ministry of Education.

The treat was part of a programme to teach schoolchildren about a healthy diet. Parents will also be given free brochures containing information on the campaign.

And more goodies are in store. Soap, toothpaste and toothbrushes are all to be handed out in a parallel campaign on cleanliness. The ministry is reported to be preparing for the manufacture of at least 10m toothbrushes.

It is not the first time that such practical methods of health education have been tried out in Turkey. In 1958 100,000 children were presented with soap and powdered milk in a UNESCO-sponsored move. The government later took over the burden of "food education", but it lapsed in 1977.

Bernard Kennedy

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Local radio lessons that link village with city

THAILAND

Diana Smith describes a grassroots scheme to stimulate interest in radio learning

Graduate students have moved into the remote villages to set up radio stations.

A graduate with a master's degree in adult education from Manchester University, Mrs Pranee Thaiwatanont, is determined to get non-formal educational programmes available to everyone in the villages of northern Thailand – and it looks as if she is already making headway.

Many distance education programmes in developing countries have failed in the past because of a lack of grassroots organization to stimulate interest in the television or radio programmes. Mrs Thaiwatanont, who is an assistant professor in the university of the northern provincial capital of Chieng Mai, has therefore decided to get her graduates out into poor northern villages to undertake the essential field work needed to make functional education through radio broadcasting successful.

Six groups of four graduate teachers have moved into villages and set up a radio station for the 500 to 1,000 people living in the vicinity.

The two male and two female teachers who have recently moved into the primary school teachers' quarters in 'village three' of Maeha District, 27 kilometres from Chieng Mai, are using the broadcasting equipment of the local temple to put out news and feature items to 880 people who live in villages three and five. The broadcasts run from 6.00 to 7.30 in the morning and from 6.30 to 7.30 at night.

Features include topics of village interest – anything from details of a new government agricultural extension programme to teaching children how to clean their teeth properly. "Teachers in Thailand are now performing extension roles more and more and this is why we need to extend functional education programmes in the villages", according to Mr Amnat Chanpan, who coordinates the Functional Teachers Education Programme at Chieng Mai, sponsored by the United Nations Development Programme, in which Mrs Thaiwatanont's work is central.

The Thai Government's fifth Five Year Economic Plan (1982–86) constantly stresses the need to use mass media to influence public behaviour and to improve the rate of rural development.

Children in some of the poorest villages in the north and north-eastern region never attend school, and UNICEF estimates that around 30 per cent become functionally illiterate within three years of leaving school. As in many other countries, their school education has been mainly inappropriate to their work on the land and the skills learnt at school are therefore subsequently lost.

This has a debilitating effect on getting new information for development into the villages. According to Intong Intarawero, the monk who runs the temple in Maeha's village three, "There were few outside influences coming into the village before the broadcasts started. There was nothing for the adults to read, little to talk about and although some families have radios, few ever bothered to listen to them."

But the village people are certainly showing an interest in the local broadcasts. They gather outside the temple in anticipation of the news, which is specifically adapted for them, and for the features on topics, some of which have now become the subject of discussion or "interest groups" in the village.

The broadcasting team learn which subjects are of interest from completed questionnaires from the villagers. Students from Chieng Mai University visit the village on Saturdays and Sundays, visiting all the households and gathering information on all aspects of daily life and needs.

The scripts are written from newspaper and magazine articles and with help from sources within government ministry offices and local institutes.

The 24 newly graduated teachers at present working in village broadcasting will stay four months in their assigned villages. Their reports will be used in the production of programmes for Chieng Mai radio stations which use educational material.

Mrs Thaiwatanont says she already gets letters from people who have heard her local radio programmes on which types of fish to cook, how to give up smoking and how to make soya sauce, but she hopes the programmes will be expanded.

The project is not without its critics, however. Officials in the Interior, Agriculture and Health Ministries say that teachers are not developmentalists and should occupy themselves only with literacy training in the villages.

Mrs Thaiwatanont says that fortunately there is strong support for development education and that the Government recognizes the need for effective use of mass media. She says that in Thailand parents have always approached the local teachers for all types of information because most villages have a primary school even if there is no other local ministry office.

In some other parts of Asia it has been the Open University within the country rather than extension education teachers, as in the Chieng Mai project, who have been primarily responsible for the development of distance education programmes.

Even in Thailand there have been discussions at the Sukhothai Thammathirat Open University geared towards functional education for illiterates in remote areas. But according to Mr Ronnie Carr, a UK Open University consultant to such programmes in Asia, the difficulties of establishing courses and making them run effectively are considerable.

There are difficulties in getting feedback from motivated field workers, to over-academic teaching staff who are unused to developing basic education resources. It is also necessary for the open universities to get their degree courses established before they can put more energies into continuing education programmes.

Students at Chieng Mai are trained to teach practical and appropriate skills for northern Thai villages. Most of them have skills – such as animal husbandry, nutrition, grafting, or sewing – before they are recruited onto the graduate programme and all of them are taught to conceptualize and appreciate what is needed in extension education in the villages.

LETTERS

Fine words break down few barriers

Sir – Your Comment "Is it too late for the Class of '62" (February 3) struck a chord with me. I have tried for the last few months, so far unsuccessfully, to get funding for a course for mature women who wish to become more technologically competent (an electronic technician's TEC course). Many have been sympathetic (including the Equal Opportunities Commission); some unhelpful and unsympathetic (surprisingly, mostly women!); but I have received no constructive help.

I wish I knew how to translate well-intentioned goodwill such as your own into concrete help; it certainly isn't through a lack of effort on my, or my college's, behalf. Perhaps one of the various funded agencies could allocate a field officer to ensure that initiatives that are apparently desired are given the right support (as a full-time lecturer with a full teaching load, there is a limit to the amount of time I can give to such a pursuit).

DR IAN CLEMENTS
47 High Street
Wolstanton
Newcastle
Staffordshire

Never too late

Sir – "Is it too late for the Class of '62?"

No, it definitely is not! If the determination of women and men in the Horwich and Westhoughton areas is anything to judge by, not only do the opportunities exist, but they are being enthusiastically pursued in many small communities.

As a mature graduate and member of the "Class of '51", I was perhaps fortunate in that my "formal" education gave me the grounding which made the study of English rather more easy for me than it is for many of the students who attend my classes.

The joys of sharing my so recently acquired and treasured "crumbs of wisdom" with others of the same vein are without parallel. My part-time jobs mean a great deal of travelling and preparation at home, for which the net remuneration is negligible, but the reward is in a job satisfaction which the rigours of a full-time routine would not seem to offer.

For those of the "Class of '62" teetering with trepidation upon the brink of further education, may I unhesitatingly recommend them to English language Mode 3 (AEB), a course which might almost have been designed for those adults lacking in confidence, who are contemplating a return to learning. The accumulation of 50 per cent of the marks by continuous assessment not only promotes a conscientious interest and involvement, but builds up the confidence of students, so that the final examination does not hold the terrors which I personally experienced as a returning A level student.

The pluses for the tutor of such a course are innumerable, as the success rate for these dedicated adults is phenomenal. The minuses are the intelligent victims of an education system which has failed them, by neither teaching them how to spell, nor insisting upon the value of that simplest of all piece of knowledge (when it is imparted at an early age) which is one of the basic precepts of a command of the written word, that a sentence must have a subject and a verb!

EVE M TAYLOR
4 Ringley Close
Whitefield
Manchester

A janitor's life: low basic wage and very little overtime.

Caretakers' pay

Sir – When locking up the staff common room recently I was interested to spot the headline "Teachers now earning less than the national average wage of £160.00 pw." (*TES*, January 20).

While I am very grateful to have a job in these days of high unemployment I feel that my wage may be of interest to your readers. My basic wage appears to be £73.45p for a 39-hour week and a further £23.50 pw to cover shift work, and bonus payments. This works out at £96.95p per week. Very little overtime is available.

The shift work involves working from 6.30am to 3.30pm or 2pm to 11pm. On a Sunday the shift is from 8.30am to 5.30pm.

While the work of teachers is vastly more important than my work, I feel that school caretakers' wages are below the breadline.

PETER F STORRS
Assistant caretaker
Blandford Upper School
Blandford Forum
Dorset

HMI reports

Sir – Your February 3 article, "Textbook stock found wanting by inspectors", highlights with stark clarity the dangers inherent in the Secretary of State's decision to make public all HMI reports on schools.

It gives free licence to any paper to be selective in that which it presents to the public. In respect of the report on my school, Philip Venning has placed undue emphasis on the negative aspects, and his presentation has completely distorted the picturre of what has been widely recognized in official circles as a very good report. The school is well known for good standards of work and relationships, for carefully considered aims and objectives, clearly stated and well realized in their implementation. All this has been recognized by HMI.

Venning's distorted analysis can damage that reputation; it is churlish in that it takes no account of the very hard work of a dedicated staff, carefully and painstakingly built up over the years in the face of inadequate resources, and that with an exclusive school population of the age group 13–16, regarded by many as being the most demanding of the statutory years of education.

The spirit of the report is encapsulated in its conclusions, from which I quote to redress the balance:

> Kettlethorpe High School is a pleasant school. The new buildings have enhanced its facilities and have enabled much-needed rationalization of subject departments to be carried out. The pupils are well-behaved and with very few exceptions are cooperative in school. Teaching and learning take place in an orderly community, where pupils are known as individuals and relationships are good.
>
> Certain difficulties are likely to arise in a school with the 13–16 age range. At any time, large proportions of the school population have recently arrived or will soon depart; the year groups are large in relation to the overall size of the school, so that giving advice about options or post-16 courses or employment prospects is a major task; much of the school's work is directly concerned with examination courses. In general, the school resolves these difficulties well. In particular, the pastoral organization, including the arrangements for discipline, rewards and responsibilities, has been carefully devised and is effective in practice.
>
> The school aims to provide a wide and balanced curriculum for all pupils. Such a curriculum has been developed, which has the merit of offering English, mathematics, science, physical education and a creative subject to all pupils throughout their three years in the school. Boys and girls are equally well served.
>
> The teaching staff have devised or selected appropriate courses and pupils are well prepared either to leave full-time education at 16 or to go on to courses at the tertiary college or neighbouring sixth-forms.

GERALD ATHAY
Headmaster
Kettlethorpe High School, Wakefield

Raison d'être

Sir – Teacher members of The Responsible Society who are regular readers of *The Times Educational Supplement* and believe it to be a fair paper have read with distaste the article "The Ayes Have Had It" (January 13) by Hugh David. This is the second tendentious attack on the society by your paper in six months and contains distortions and misrepresentations of the truth.

It was perhaps too much to expect Mr David to write objectively about the work of an organization involved with the welfare of the family. But to publish a snide piece of journalism under the sub-title of an "investigation" is unworthy of a serious paper in regard to a subject which rightly concerns the vast majority of thinking people in this country.

Investigative journalism requires an analysis of documentation, a reading of a wealth of literature, and discussion with those whose knowledge would give further insights into the subject, for example, our founder and chairman, Dr S E Ellison. Mr David did none of these things though all were available to him. Instead, he relied on a long-defunct sensational magazine as suitable research material.

We should require equal space to counter all Mr David's subjective interpretations in his "investigation", but will content ourselves with the following comments:

Mr David claims that the society says "No to direct sex education in schools". A glance at Family Bulletin No 28 (Summer 1980) would have revealed the following statement:

"The Responsible Society believes that sex education if it is to be given in schools, should be treated with sensitivity with the aim of preparing young people for marriage and parenthood, and given only to those children whose parents wish them to receive it."

Mr David claims that the society says "a condescending and old-fashioned no to homosexuality". The society's manifesto *The Case for Responsibility* says the following on the complex subject of homosexuality:

"... social responsibility dictates that, while the minority who feel attracted to their own sex should certainly not be persecuted or despised, they should be discouraged and certainly refrain from proselytizing".

In order to mock the society, Mr David pieced together phrases he had extracted from a leaflet for teenagers produced by some of our younger members. He might have informed your readers that the leaflet has been welcomed by many teachers and educational authorities and more than 170,000 copies have been ordered. A recent letter from a headmaster of a coeducational school in Kent, says that the leaflet was "exactly what we wanted" to counter an unfortunate session in the classroom by a speaker recommended by a local health education authority.

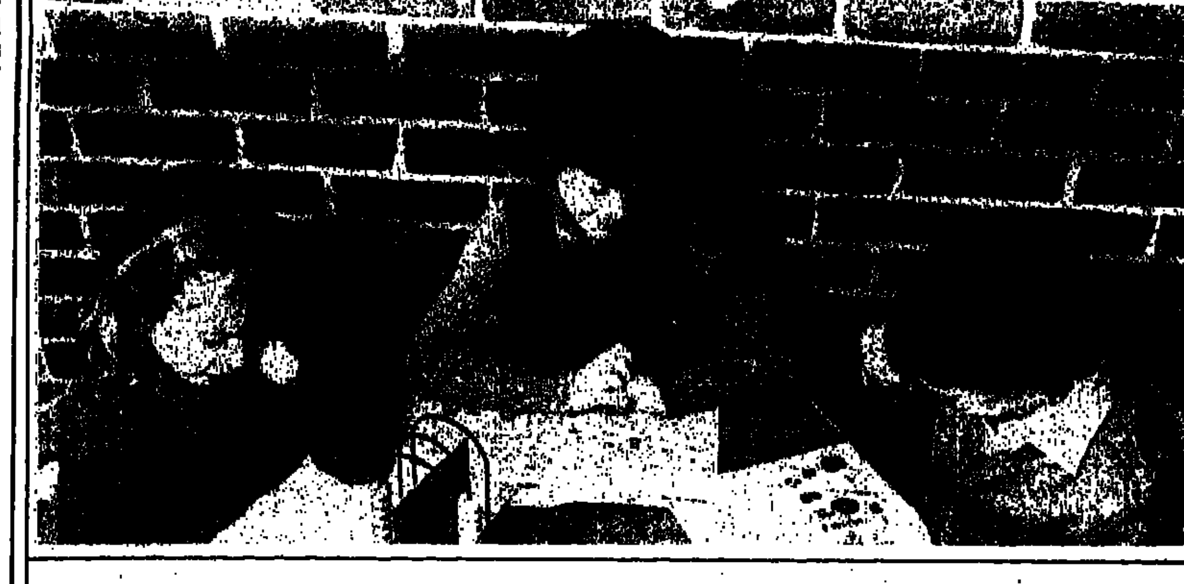
Mr David attempts to smear the work of the society with "right-wing" and "fringe Christian" interjections. What nonsense!

We have no political or religious affiliations: all those doctors, teachers, concerned parents and young people who constitute the membership of the society are involved for the simple and sincere reason that they are genuinely concerned for the future health and welfare of the family and its young: a concern now held by that veteran pioneer of sexual freedom, Dr Germaine Greer.

VALERIE RICHES (Mrs)
National Hon Secretary
The Responsible Society
Wicken
Milton Keynes
Bucks

Hugh David writes: The difficulty facing anyone – members, opponents and even "investigative journalists" – involved with the Responsible Society is divining its real purpose. What the society stands for is usually buried among the subordinate clauses of its oh-so-reasonable pronouncements. "Sex education if it is to be given *in schools, should be given* only *to those children . . ." Is that an aye or a fudged no? "The minority who feel attracted to their own sex . . .* should be discouraged"*. That's still a no and, I submit, a condescending no too.*

My purpose in writing the article was to try to nail the society's colours to a mast, any mast. To try to make it say what it means; it already undoubtedly means what it says. To do this I did indeed analyse, read and discuss, not perhaps with Dr Ellison but at considerable length with Mrs Riches herself. Why it was "perhaps too much" to expect me to write objectively I do not know – although I did admit to being unmarried.



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LETTERS

Points . . .

Norm v. criterion

Sir – I would recommend to your readers the excellent paper published recently by the Assessment of Performance Unit which makes a timely contribution to debate on normative v. criterion-referenced assessment.

The paper reminds us that the selection of criteria for tests, in fact, determines pass norms. It is the interaction of both in the interpretation of results which is of primary importance in effective assessment rather than slavish adherence to one or other dictum.

EDWARD CARRON
Observation and Assessment Centre
Vineyard Road
Wellington
Telford

Teacher bashing

Sir – How dare Tom Scott of STOPP suggest that 200 to 250 assaults each year on ILEA's teachers is "a very low figure" (*TES*, February 3). In my book even one assault is too high.

P F GOODLIFFE
Acting head
Wydean School
Beachley Road
Sedbury
Gloucestershire

Hormonal balance

Sir – "It's a definite advantage to be a woman at the moment. We will be watching the situation closely and obviously we'll be worried if there is an imbalance in any way" – Ken Brooker, London spokesman of the National Association of Head Teachers (quoted in an article on the number of women heads being appointed in inner London, *TES*, February 3).

I wonder if Mr Brooker's school teaches sex discrimination?

JENNY COLE
81 Weston Park
Crouch End
London N8

Dogfish and dogma

Sir – It may not be important that a biology student should know what the inside of an animal looks like. But it is very important that he should understand that unless he has seen it for himself, he does not know what it looks like. This is the essence of science. It is the study of dogfish, not dogma.

JOHN M C CLARK-MAXWELL
The Mead House
Swallowfield
Reading
Berks

Reading too much into Down's Syndrome findings

Sir – How encouraging to see further evidence of the efficacy of reading to aid language development in Down's Syndrome children (*TES*, February 3). I fear, however, that your article is misleading in some of its details, particularly the suggestion that such an approach is new or revolutionary.

I cannot be the only psychologist who for some years has advised reading tuition for some pre-school children with developmental difficulties including Down's Syndrome. There are already at least two published schemes for this purpose. Glen Doman's *Teach Your Baby to Read* is sold for use with normal children but based on work with handicapped children, while from a different theoretical standpoint, Bill Gillham's excellent *Two Words Together* uses reading to aid language with the luxury of reading books which can be personalized to suit the individual child.

Joanna's achievements are inspiring, but perhaps overemphasized in your article. Mrs Buckley's data seems to indicate that most children taught in this way will by age five recognize a few words or display some pre-reading skills. This does not make the effort any the less worthwhile and I believe that the tuition process improves language skills even where the child fails to actually read as a pre-schooler.

The rewards, however, are rather long term from the parents' point of view and families tend to lose heart when they cannot reproduce in their own child the spectacular performance of the star pupil.

Too many professionals do indeed still deny the usefulness of early intensive education, including reading, but your comments on schools for pupils with severe learning difficulties really belong to the folklore which you claim to be trying to debunk.

LYNN HERRON
Educational psychologist
Bedfordshire County Council

Attitudes distorted

Sir – I read with interest the article by Nick Wood on teaching reading with Down's Syndrome children.

While I would applaud the efforts of Portsmouth Polytechnic in fostering such a worthwhile scheme, I do take exception to some of the comments in the article about the attitudes of educationists.

Certainly in my present authority (Leicestershire) there is no suggestion in either the health or education services that "Down's children are not expected to say their first words until they are three or four" and special schools most definitely do not equate success with "learning to feed and dress themselves", although this may be a significant teaching objective for some children.

Neither do we set lower age limits before "allowing" children to learn to read; on the contrary, reading skills are taught as soon as the child enters school, usually after several years in a nursery unit, where pre-reading work is undertaken.

A further point which needs to be made is that, as in the "normal" population, there is a wide ability range among Down's children. I would be sorry if any parents reading this article were misled into believing that all Down's children are automatically capable of achieving such high levels of success.

Ms D M SOMMEFELDT
Headteacher
Nether Hall Special School
Leicester

Acquiring literacy

Sir – I write to express my dismay at Nick Wood's offensive and ill-informed comment that "professional and lay opinion" excludes the prospect of the acquisition of literacy among children with Down's Syndrome.

I have been associated with such children for over 30 years and can assure you that many parents and teachers know that the acquisition of literacy is governed more by their intelligence and their teaching and not by the presence of a chromosomal anomaly.

DAVID NORRIS
Senior lecturer
Dorset Institute of Higher Education
Poole

Geoffrey Boycott: his case has educational parallels.

Players and pupils

Sir – Your "Comment" on the educational implications of the Boycott Saga, (*TES*, January 27), was interesting but could have gone further.

As a member of Yorkshire County Cricket Club who has a particular interest in special educational needs, I have noted consistent parallels over the years between the attitude of the club towards its players and that of some schools towards their pupils.

In both cases deviancy, disruption and poor achievement become invested in an individual whose exclusion – referral, transfer or suspension – is seen as the panacea.

The critical evaluation of management and curriculum demanded by justice and commonsense is less readily forthcoming so that even if the exclusion is successfully completed the underlying causes persist and a new focus arises.

The analogy – potentially endless – is pursued in my forthcoming paper "Learning Difficulties and Behaviour Problems in the Pavilion: A Phenomenological Perspective" to be published, if ever, on April 1.

DENIS MONGON
37 Gratton Terrace
London NW2

Rules of the game

Sir – Comment (*TES*, January 27) asks how the factions mustered argument and votes over the Boycott Saga. Any member of a group which has split by internal conflict knows that the issue can become a more intriguing game than normal business provides.

Democracy and loyalty are not always amicable bedfellows, particularly with a hero figure somewhere near the middle. Meetings and discussions flow along on surges of adrenalin mixed as much with bitterness as thought. It can be very exciting, although wearying, so much so that the important bits – in this case Boycott and Yorkshire – get forgotten.

The matter has, as Comment suggests, some place in the school curriculum. Those who want to take part in policymaking, at any level, will at times find themselves in the midst of such controversies. Perhaps, the playing-out of simulated disputes at school will teach pupils to recognize the point where compromise could save the dignity and reputation of both sides.

L W W MOORE
Cricket secretary
Islington Primary Schools' Sports Association
Poole's Park J M School
Lennox Road
London N4

Rates freeze

Sir – In David Lister's note on ILEA's budget (*TES*, February 3), it was stated "even the London Chamber of Commerce said that a 3.5 to 5 per cent increase in rates was 'arguably tolerable to ratepayers'".

Certainly we said it, in the middle of a paragraph which reads fully:

"ILEA will readily understand that the LCCI believes the practical position for 1984–85 must be either 'freeze' or 'Option A'. In Option A the suggested precept increase of 'between 3.5 and 5 per cent' is analogous with inflation and therefore arguably tolerable to the ratepayer. Nevertheless, we repeat that a freeze or reduction in rates would be the most encouraging proposal."

So perhaps we were not really among those "massively in favour" on ILEA policies!

We are, however, certainly well disposed towards ILEA's serious first attempt at consultation with the disenfranchised commercial and industrial ratepayer.

W F NICHOLAS
Director
London Chamber of Commerce and Industry
69 Cannon Street
London EC4

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FEATURES

Study of form

Roger Free reveals some of the amazing information would-be heads are asked for

Last summer I came across a recently issued application form for the post of headteacher of a primary school in Cornwall. The form was to be completed "in the applicant's own handwriting" and was to be returned "together with at least one recent testimonial".

I had not expected a prospective head's handwriting to be a factor to be considered in assessing his or her suitability for shortlisting; nor had I realized that open testimonials were today of any significance, even for a school leaver. Curious to see if this were an isolated example, I sent for application forms and further details of vacant primary headships advertised in *The TES* over a period of two months. In all I wrote (with SAE) to 61 local authorities, and received replies from 55 of them.

Of the 55, three enclosed no particulars at all with the application forms. For such circumstances, the prudent would-be applicant retains a copy of the advertisement. Indeed, it soon became clear, as the replies came in, that it is wise in any event to save the original advertisement, since several l.e.a.s such as the London boroughs of Newham and of Brent, failed to indicate in the particulars the address to which the completed application should be returned. Essex asked obscurely (or majestically?) that the form be returned "to me".

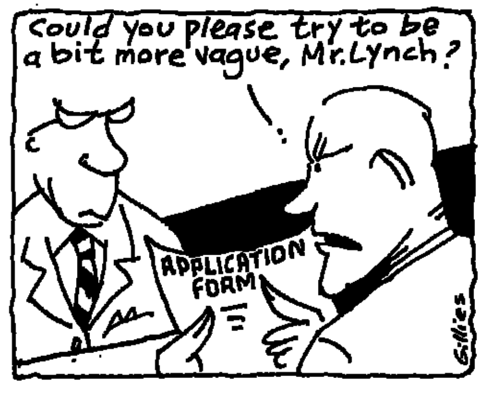
For 52 vacant headships, then, I had the necessary forms; but in rather fewer cases sufficient information. That is, assuming that details such as the number on roll, the Burnham group of the school, a word or two about the catchment area or a hint of the present method of grouping the children are generally held to be important for the intelligent preparation of an application.

If this kind of information can be omitted – and it was – then it should come as no surprise that in 34 instances no mention whatsoever was made of the governors. Of the remaining 18, only 11 made more than token reference to the governing body.

There was a similar disinclination to disclose information about in-service training, teachers' centres, advisory or inspectorial arrangements; of the nine authorities who made a significant effort to inform would-be applicants about these and similar matters, the Isle of Wight and Wiltshire deserve mention, the latter especially for its helpful 1,200-word enclosure *Schools in Wiltshire*. A job in Southall (London borough of Ealing) was, by contrast, described in just 84 words.

Not all is omission or obscurity, however. From inner London I learned how many children currently received free meals and how many brought sandwiches for lunch at the advertised school. And at least on two occasions the position as to computers in primary education was mentioned.

The application forms themselves proved to be of unexpected interest. Cornwall's request for a testimonial was unique, though some l.e.a.s were willing to see copies, and handwritten particulars were specified by five other authorities. (A request for "black ink" was judged to allow typescript).



Of those that permitted typing, 11 laid a trap for the Tippex-dependent: their forms were yellow, grey, pink, blue or green, hues on which a Tippex'd correction would stand out more starkly than the original error! The number of A4 pages devoted to specific questions to be answered ranged from one to eight-and-a-half, that peak being reached by Birmingham, which provides a series of half-page boxes in which the applicant may respond at some length to fairly general points.

Specific questions are more common. Take Somerset's concern to secure a candidate of vision: *19c. Do you need to wear spectacles? If so, are the ones you wear satisfactory?*

Experience, on the other hand, matters more to some authorities than to others. The London Borough of Ealing's form for use when applying for a headship, or deputy headship, asks whether the applicant's probationary year has been satisfactorily completed. Durham, by contrast, requires evidence of seven years of teaching before one may apply to head a group 1 school, 10 for a group 4 and 12 for a group 6.

Perhaps the best chance for an inexperienced young hopeful lies with the borough of Sunderland, where (you have to concentrate on this) "the authority will not consider applications for headships unless the applicant, if already a headteacher, has not completed a minimum of three years in his or her present post".

Then there's the all-important matter of *The Letter*. Some forms include a space specifically for this, varying from one-third of a page to two A4 pages; some ask that the applicant does not go beyond this designated space. Others, realizing perhaps that to include one's letter on the printed form is to increase disproportionately the possibility of an error in typing or writing, kindly invite the candidate to append a statement on plain paper.

On the Isle of Wight they will not read more than 500 words, however; perhaps those heads who have already cleared that synoptic hurdle will be best placed to submit their letter of application to the ILEA – in just 200 words on half an A4 sheet.

Walsall and Newham are among those where no mention is made of a letter; in Leicestershire, no form (other than a summary sheet) is used. Shropshire and Norfolk offer to make one's completed application form available for other vacancies, asking only that a letter should be submitted for each particular position sought after.

Next, can one be sure that one's masterpiece has indeed been received by the target authority? Four of those surveyed quite simply declined, apologetically or more bluntly, to acknowledge receipt of applications. Most others asked for an SAE, while some provided a form or post-card.

And then, when should hope finally be abandoned and one's talents be offered to another, more discerning authority? Only 10 of the 52 l.e.a.s indicated such a date; 13 others did offer to let you know the outcome. West Sussex (rather depressingly) invited you there and then to add your name and address to a standard communication which would – you now felt certain! – unfailingly find its way back to you, with its preprinted message of regret that you had been unsuccessful on this occasion. Efficient, but a trifle lacking in tact?

Indeed, does one now quite want the job? Even in one of the numerous "pleasant" villages, outdone only by a "charming" one in Dorset (chairman of govenors an estate agent, perhaps). Consider: if the "further details" of less than half of the schools make no mention of the next (senior) school; if only just over one-third give any worthwhile indication of basic school organization; and if only 29 of the 52 schools in the survey even mention the word "parents" – might the would-be applicant be forgiven for wondering what kind of an interview may be in prospect?

What kind of managerial and pastoral skills will be looked for in that precious half-an-hour, when those responsible for writing about schools with 13, 16, even 19 staff do not see it as important to mention even the total, let alone the disposition, of scale posts.

What kind of provisional plans can be prepared by candidates shortlisted for the 33 schools for which no indication at all was given of numbers on roll by ages, or by reference to the roll over the next three years? (For two schools, no number on roll at all was disclosed). When one authority (Hampshire) gives just one line for details of previous non-teaching jobs? When only one of the 52 Somerset provides a job description for primary heads, and only one – Northamptonshire – the criteria to be observed by the shortlisting panel? What kind of man or woman do most governors and education officers envisage in the interview waiting room, when Birmingham can be singled out for its references to a sound grasp of management, and to zest for learning?

There were some unexpected finds. Tameside and Powys expect all candidates to have Christian names. Somerset needs to know when you were married – and whether you have a car. One of Bromley's schools was built as a hospital, with operating theatre. Croydon provides a reply-paid label for your application – a generous gesture but perhaps modest when compared with Cleveland's promise of first-class travel to the interview.

Northumberland devotes an entire page to the matter of past offences; anyone with a "record" might be better advised to apply for the clemency apparently displayed by the London Borough of Barnet to whom – uniquely – spent offences "do not have to be declared", confidentially or otherwise.

Finally, as you type out once again the details of your referees and of courses attended in the last five years, then grab a quick cup of tea before setting out for another "duty" evening at your school, consider the courage, or the desperation, of a Shropshire head. In this singular school all parents, we read, are automatically members of the PTA, but "there is no parent-teacher committee". But then, what other school is likely to list, among its extra-curricular activities, ukelele playing? There are, thank goodness, some matters that no form could anticipate.

Roger Free is head of Bearwood primary school, Berkshire.

Classtrophobia

Class sizes need reducing by at least a third to give primary teachers a chance says Trevor Kerry

As a researcher and teacher trainer, I have visited schools all over the country, sometimes to teach occasional lessons to widely different age and ability groups. But the structure of our profession, quite erroneously, is such that trainers and teachers have few chances to trade classrooms.

A recent hiatus between jobs gave me the opportunity to redress the balance. I was adopted by a top junior class whose regular teacher was away on a course each week, and I was able to reflect at first hand on the problems teachers face.

My class was a mixed ability group of 32 pupils embarking on their fourth year in the junior school. The school was in an educational priority area, which showed plenty of evidence of urban deprivation though the classroom and general facilities were of good quality. Teaching standards were high and the children were used to a varied diet of fieldwork, visits, speakers and audio-visual teaching methods.

Overall, one would rate this school a favoured one in an unfavoured environment. While my impressions of teaching there may not be commonly felt my guess is that many teachers would share them.

First, the range of ability in the class was very wide, too wide. At one end of the scale four pupils, two boys and two girls, were extremely able in different ways. Christine was highly literate, an advanced reader with a deep perception of language and literature. Paul was creative, humorous, intense. He was bored in school so he was also sceptical and lacked concentration. Kim was diligent, neat, a good accumulator of factual knowledge. John was a slow worker but perceptive provided tasks were structured to lead him towards solutions.

By contrast, four pupils had considerable learning difficulties. Two of these were functionally literate at an elementary level; two were not. One of the latter group was reasonably numerate, the other was simply too far behind the mean of the class to cope at all and could have been classified as ESN. The weaker pair's concentration span was minimal and constant vigilance was needed to prevent their distracting others, to make sure they had even basic equipment, and to monitor progress – which came in minute increments.

The range of ability in a class of this size seemed well beyond the ability of any normal teacher to do more than contain. By that, I mean it was easy to manage and occupy all the pupils at once; but not to give each pupil a genuine learning experience tailored to his or her needs. Even after hours of preparation, and the devizing of a host of individual and group tasks one could not say that every pupil was getting the tuition that a parent would want. The situation was relieved by a remedial specialist who took the slowest four for part of each day, but her post was about to be cut as it was deemed superfluous.

My second impression was that these pupils were well-behaved. There was evidence of some poverty, in every sense of the word, within the class, but the class was unusual in that only one pupil was disruptive. Furthermore, his disruption was capricious so the teacher could not anticipate problems. Reasonably tidy, correct work would be followed by illegible, illogical rubbish minutes later. He would go berserk in the playground. He talked at the wrong time, annoyed others, called out, was rude and untrustworthy with equipment.

He needed to be watched every second. His disruption, and despite his choir-boy looks it was severe enough to warrant a maladjusted label at times, took up more than one thirty-second share of the teacher's time and energy; so all the other pupils suffered.

My third impression surprised me: the class really did enjoy old-fashioned didactic lessons. Provided they were well presented, illustrated, and of varied pace, pupils were enthusiastic, contributing well in return and recalling the facts and concepts with alacrity weeks later.

Fourthly, most of the staff were frenetically busy. There were some who appeared to do a minimal number of hours but most were deeply engaged in preparation, curriculum planning, sports, drama, and field trips – plus the eternal round of parents' evenings, conferences and meetings. Over-busyness means little time for reflection, self-analysis and mutual help with teaching problems; and after a century of schooling teachers are still trapped in the routine of schools, the instinctive urge to salivate to a bell rather than find more flexible ways to allocate time-blocks. Primary teachers need some non-teaching time during each working day when they can absorb feedback about individual pupils' needs.

Finally, there was the pervasive claustrophobia of school: talk about pupils in the staffroom, a high incidence of teacher spouses, teacher friends, the daily company of youngsters. One cannot help feeling there is a desperate need for teachers to do, or be, something else for part of each academic year, to imbibe a world peopled by adults in order to obtain a perspective.

I enjoyed my return to the chalk-face; but I came away with the conviction that two things need radical attention. At least in a mixed-ability organization, class sizes need to be reduced by at least a third unless we are content with a de-personalized education directed at the mean. Teachers' in-service training also needs to be re-designed to correct the inevitably distorted world-view that longterm exposure to school imparts.

Despite an unpromising location, this school was a pleasure to work in; but it is little wonder that teachers in ineffective institutions and with more severe problems succumb to tension and fatigue.

Dr Trevor Kerry has been a project officer for both the DES and Schools Council, and is head of applied social sciences at Doncaster Metropolitan Institute of Higher Education.

FEATURES

When school is OUT

Why are hundreds of teachers refusing to send their own children to school? Jo Newson reports on them and the growth of the deschoolers' support group, Education Otherwise

Membership of Education Otherwise has doubled in the last two years and EO receives 40 to 50 inquiries a week from other parents – including teachers – who are thinking about educating their children out of school.

Formed in 1977 by a small group of parents, it now has a membership of 1,200 families, and most counties in Britain have a local coordinator. EO takes its name from Section 36 of the 1944 Education Act, which states: "It shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full-time education suitable to his age, ability and aptitude, either by regular attendance at school *or otherwise*.

It aims to reaffirm the rights of parents to choose how they exercise this duty and the rights of children to have full consideration given to their wishes and feelings regarding education.

People contact Education Otherwise for varied reasons. Some families join because of philosophical or religious convictions which are incompatible with orthodox schooling. Others join in response to crisis or long-term dissatisfaction with their children's education.

Janet Everdell, inquiries secretary, responds to the phone calls and letters EO receives. Initially she tries to steer clear of giving advice: "All I tell them is the options open to them and their legal right to educate their children at home. What they want at that stage is a little confidence."

Families who do join are put in touch with their local coordinator and sent a guide to their rights, a booklet of *Suggestions about learning at home* and bi-monthly newsletters.

The membership has changed over the years, according to Dr Roland Meigham, lecturer in education at Birmingham University, who has been researching into EO. "Originally about 80 per cent of EO parents were educating at home out of desperation", he says. "Now that percentage is lower and about 40 per cent make a spontaneous decision to teach their children at home".

Dr Meigham estimates that for 25 per cent of parent home educators at least one partner has a teacher training. A still stronger tendency was suggested in a study by EO member Julie Webb. Ten out of the 17 families she interviewed included at least one teacher-trained parent. Either way, it would seem several hundred teachers have rejected schooling for their own children.

Why are teachers so well represented? As Julie Webb pointed out, it may be that teachers have greater confidence than "unqualified" parents or that their experience of schooling from inside the profession has been more disillusioning.

Janet Everdell finds a number of inquiries are from teachers who "don't like what they see", some of whom have given it up because, she says, "they're fed up with having to compromise". In defence of those who *do* compromise, she points out: "They have to earn their living, but everyone wants to do the best for their child."

But clearly not all EO practising teachers are disillusioned, and while well aware of the criticism of double values, feel no actual conflict in what they are doing. As one member put it: "We're not here to knock the system. The way I see it, schooling is a provision by the state for those who want to make use of it, but people should realize that there is an alternative."

EO is anxious to show parents that teaching qualifications are not necessary for home educating. What matters more, they say, is "commitment, energy and resources to undertake it." John Elenor, EO's general secretary, suggests another important quality is trust. Children sometimes take a year or more to "de-school" – to adjust to the greater freedom of home teaching. He says: "As a parent you have to have a great deal of faith to watch them mucking about before they get down to learning."

Many EO members at this stage have found a need to impose and adhere to a timetable so the child feels secure. Gradually, says one parent, "self-reliance returns and you can operate in a more natural and easy-going way".

The law does not specify a minimum period of daily instruction, although *Section 37* of the 1944 Act states that it is the duty of the local education authority to ensure that children within its area receive "efficient" full-time education (suitable to the child's age, aptitude and ability). As EO says, "efficient" is not defined: local authorities tend to determine their own criteria and are responsible for seeing that these are fulfilled.

For parents and children concerned to use specialized teaching, EO suggests the options of part or full-time attendance at colleges, or correspondence courses. Nick, Janet Everdell's son who "educated himself" at home from the age of 12, has set a shining example. After taking O levels by correspondence course and A levels at the local technical college, he is waiting to take up a place reading maths and physics at Cambridge.

It may seem ironic that the achievements which EO see as enhancing their credibility are precisely those sought after by the most traditional public schools. "It's nice to know", said one EO member "that we are not only fully rounded people but are successful in the eyes of the world".

Although EO is firmly in the alternative education world, there is no single all-embracing EO philosophy. The organization publicizes and has gained inspiration from the ideas of a number of radical thinkers, including Maria Montessori, A S Neill, Rudolf Steiner and John Holt, who is described as EO's American counterpart.

John Elenor would like to talk to education authorities about greater cooperation between parents and schools; a system of "flexischooling", where children would attend school voluntarily and choose what they studied. "Once teachers are more accountable they make their teaching more related to the needs of their pupils," he says.

EO can be contacted at Heathermead, 25 Common Lane, Hemingford Abbots, Cambs PE18 9AN. Tel St Ives 63130.

The Masefields

The Masefields, Brighton

Steve Masefield is a middle school teacher and his wife Gill, is an ex-nurse. They took their six-year-old son Johnathan out of the local first school at the end of his second year. Their daughter Clare is nearly five and could also have started school by now but is being educated at home with her brother.

"The school was a good and caring one", says Steve Masefield. "I think our problem was Johnathan started so young. He wasn't ready for writing and reading but the class was doing it each day. It became work rather than a discovery."

The Masefields do not follow a curriculum: the day is determined mainly by the children's interests. "We don't say 'it's time you did this'", says Steve Masefield, "although there is still the background worry of reading and writing to be done: we introduce it as fun rather than work."

The children also follow education programmes on TV. They are taught violin in a group (Gill Masefield is learning with them) and are taking French lessons with a bilingual EO parent and other four to seven-year-olds.

"Social contact was one of our main worries at first," says Mr Masefield "But they have plenty of friends. We're lucky living in Brighton, where there are so many others in EO. Almost every day we see other families and Johnathan and Clare have contact with school children through 'The Woodcraft Folk'."

Gill Masefield finds home teaching gives her freedom from "living by the clock". She feels that teaching qualifications count less than energy and determination. "But being with your children non-stop it's important to set aside time for yourself."

The Masefields think a serious drawback of school teaching is having to cope with the needs of several children at once. "Spontaneous questions need an almost immediate answer, especially [illegible]

FEATURES

also feels that the underlying pressure of O and A levels "goes right back, even to when they enter at four".

But they are not disillusioned with schools. "I'm still working in the system and it's still my bread and butter," he says. "I'm not advocating that people should take their children out of school. Schooling is fine for the majority of children but when you run into a problem with your own you realize you have to do something about it."

Now in their second "term", the Masefields feel that what they are doing is still somewhat experimental. "If the say they want to go back at the age of seven or eight that's fine," says Steve Masefield. "We've said we'll give it a year and evaluate it, but it seems to be working out. Johnathan's a changed child."

The Johnsons, Middlesex

Barbara and Richard Johnson have been home educating their daughters, Emma, aged 13 and Christie, aged 11, for four years though neither of them are teachers. Their oldest daughter, now 17, has chosen to stay at school.

Barbara, an ex-veterinary nurse and Richard, previously a supermarket manager, share the responsibility almost full-time. He took up a job on a milk-round in order to fit in with home education and now works as an unqualified but specialist family counsellor from home.

The Johnsons made the decision after seeing a television programme about EO. Emma and Christie had been unhappy at school, but their parents had never considered the possibility – or legality – of educating them at home. For Mrs Johnson, the decision was also coloured by her experience of schooling: "I was unhappy at school and I promised myself if ever my children were I would do something positive about it."

Emma and Christie have no timetable, but the Johnsons try to slot in some reading and writing from textbooks every day. They also take advantage of activities like shopping and cooking to put calculations into practice. Emma is working on typing lessons twice a day from her mother, and may choose to start studying subjects for O level. That would involve following the syllabus at home and taking exams at the local secondary school. Perhaps that would show people that we do get work done at home, says Barbara Johnson.

The Johnsons are well aware of scrutiny by the *l.e.a.* "The inspectors are round here ever two months. On the whole they're quite pleased, but we've been told to keep fuller written records of what the girls are doing," Mrs Johnson says. "They're worried about the science side – and classical music. But we've always told them they just don't have those interests at the moment. If they did we'd do something about it – and pay for tuition if necessary. There's no limit to what they can do."

The Johnsons find their Northolt council estate provides ample opportunities for friendships. But

The Johnsons

"envious children sometimes embellish what goes on at school". Last year Christie thought she might be missing out socially and attended a middle school for a few weeks, but found she was finishing set work before the rest of the class and was constantly bored.

There have been times when the Johnsons have begun to lose confidence. "You do sometimes get worried and want to slide back into the system, but EO offers moral and practical support," says Mr Johnson.

But they feel the benefits far outweigh the doubts. Barbara Johnson finds her children are now more confident and mature. Her husband adds: "They can answer back and hold a good discussion with people. There's great satisfaction in feeling your children are extremely well-mannered people and you've worked damn hard for them."

The Hollands, Sussex

Helen and Mark Holland have four children aged from two to eight, none of whom has attended school. Mark Holland is a publisher and Helen did a postgraduate training and worked as a teacher of English as a foreign language before starting a family. She still "keeps her hand in" teaching EFL at an adult education class one evening a week.

Helen Holland describes herself as "a natural rebel", having been taught at home until she was nine and suffered an unhappy period at boarding school. As a mother, she found "after the paraphernalia of nappies and bibs it seemed ludicrous to hand the children over to someone else just when they were becoming really interesting".

Her feeling that compulsory schooling can be an artificial and unstimulating environment for learning had been strengthened by a term's teaching 15-year-olds in Toxteth. "It was the year the school leaving age was raised and they were *out for blood – preferably mine! School was doing nothing for them. Those children needed to be doing what they saw as relevant.*"

Mornings in the Hollands' house usually begin with the children "doing the three Rs, so to speak", round the kitchen table. "In the afternoon I leave them to their own devices or follow up their ideas.

"I don't teach everything myself – I can't", says Mrs Holland. She has made use of "a huge variety of skills in EO" to help her. One member exchanges her skills in German for Helen's teaching of poetry and English history. Last term an ex-maths teacher, shared with other EO families, gave two hours' a week tuition. And the Hollands have just discovered someone willing to teach Greek and Latin.

Mrs Holland orders teaching materials from educational catalogues or makes them herself, and she finds the public library is a good resource centre. "Most work up to O level science can be arranged in the kitchen", she maintains, gesturing at crystal-growing experiments on the mantelpiece.

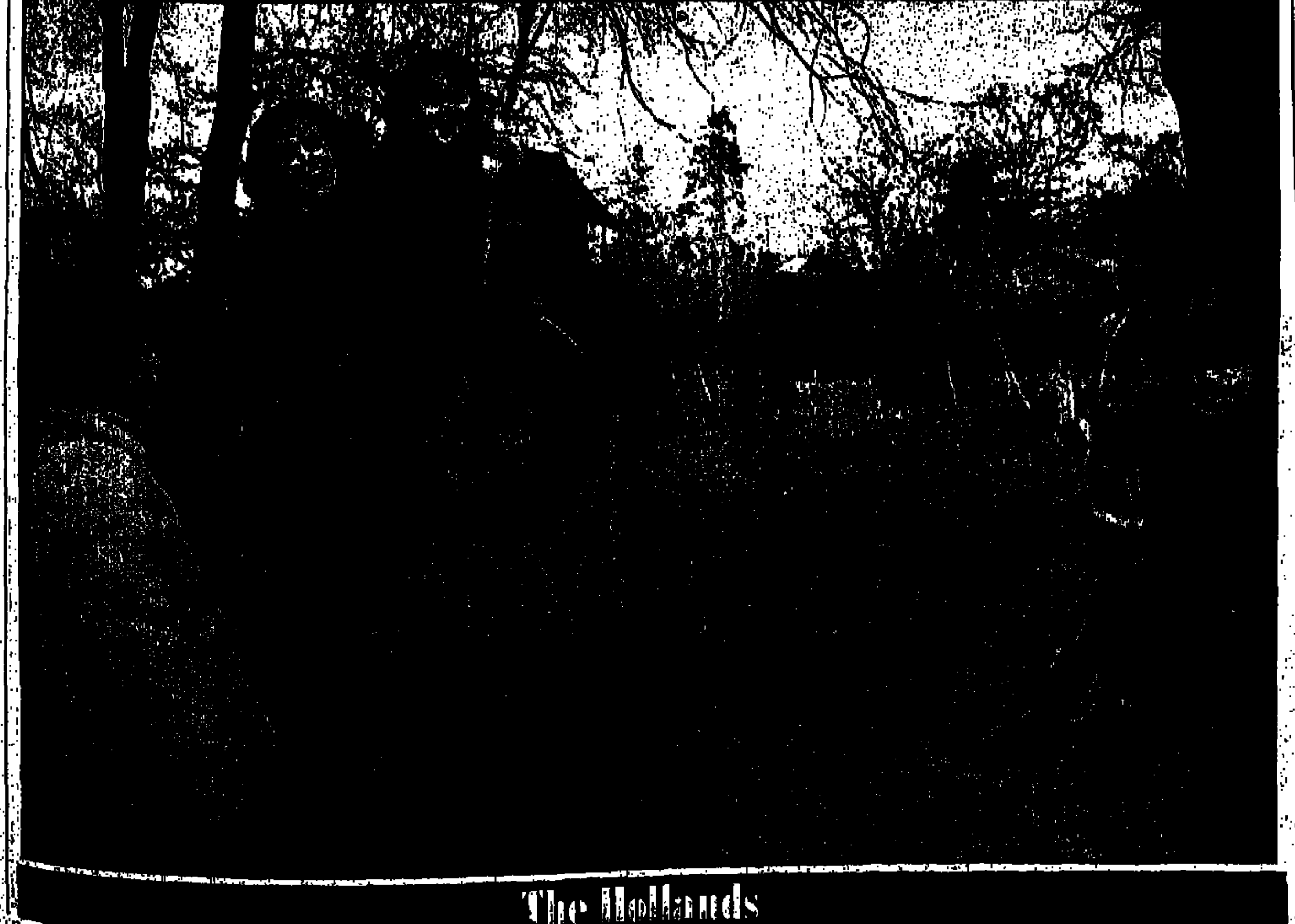
But she is "not madly aiming for O and A levels . . . Our children probably will be academically inclined . . . but I also try to encourage non-academic skills. I think that's just as important."

She feels the children have a very satisfactory social life despite having few "school friends". They regularly meet other EO families and go to gymn club, ballet classes, brownies and Sunday school. She feels they get on well with other children and adults, and are not encumbered by "the British great divide between young and old."

Mrs Holland thinks any parent could educate their children at home if they really wanted to. "It would be very difficult if you disagreed about doing it. My husband is very supportive; despite long working hours he takes over completely when he comes home."

Weighing up the costs of private tuition, she estimates she would be spending as much on uniform and petrol if she were sending them to school.

As practising Christians, the Hollands feel an important aspect of teaching their children at home is providing a good environment for moral and spiritual development. "Those values don't rank as highly as they should, even in C of E schools. It seems important to me to protect children with a moral armour . . . School can be such a negative influence!"



The Hollands

TALKBACK

Adult Pantomime

JOHN FIELD

Does anyone think of adult education as recklessly extravagant? Surely the reverse. Most people have a vague notion of adult education as something that happens at night, usually in winter, borrowing rooms and resources from schools or colleges. Yet many local authorities treat adult education as a luxury, something that can be discarded when cash is tight and left till last when things perk up.

And now, like a fairy godmother, the Manpower Services Commission is approaching adult educators with seemingly generous offers to fund new courses. In times like these, why look askance at anyone who can help develop new work, above all with the unemployed? The WEA's tutors have done precisely that, rejecting an MSC offer to fund new classes through the Voluntary Projects Programme.

What is surprising is that the offer is being backed by the DES. But perhaps this is not so novel when we consider the advice given to the National Institute for Adult Education last year by Mr William Shelton, then under secretary of state for education.

He predicted that there would be a shift in the balance of spending towards a greater vocational emphasis in continuing education (*Education*, April 29, 1983). News also emerged of a policy review within the DES of adult and continuing education within l.e.a.s, the WEA, higher education, and the residential colleges.

Simultaneously, the MSC was considering its Adult Training Strategy. The main features were outlined in last month's white paper, *Training for Jobs*, but have been clear for some time in the redirection of the Commission's spending patterns. Vocational training, often developed through the Open Tech, will belong to FE colleges, private agencies, and at higher levels, the universities. The main constituency is line management; Open Tech's *target group is particularly stated as "adults at technician and supervisory levels of skill"*, while the combination of student loans and the self-financing principle will effectively limit universities and polytechnics to middle and senior management.

Both tradition and inclination have linked the residential colleges, WEA and local authorities with the disadvantaged. Here the picture is less clear. Skills training for the unemployed was dismissed in *Towards an Adult Training Strategy* as "training for stock". However, the same MSC discussion paper stressed, more hopefully, that "basic (non-occupational) educational and training opportunities must be preserved and improved for those who have been out of employment for some time and who, like the disabled, ethnic minorities and women returning to work, may suffer disadvantage which can be remedied by training". The white paper speaks of a rise from 80,000 to 125,000 a year in the number of unemployed on MSC adult training schemes.

There are already deep misgivings among adult educators about fairy godmother's track record. No one has been happy with the removal of required training from the Community Programme, and the way in which the MSC tried to excise all potentially "controversial" subjects from the WEA proposals for unemployed classes was properly regarded as scandalous. Moreover, *Training for Jobs* envisages no additional funding for the increased programme of work. Indeed, the transfer of funds away from hard-pressed local education authorities, already sweating over the implications of rate-capping, will inevitably be seen as a threat to existing levels of adult education spending.

No wonder adult education tutors are starting to ask union officers about their redundancy entitlements. But whatever the outcome of the struggle between l.e.a.s and the MSC over funding, adult educators will have to live with the MSC. Perhaps it is time for us to start shifting the debate onto a terrain of our own choosing, rather than reacting *after* the agenda has already been set, by the MSC.

There is indeed a gap between basic education – literacy, language and numeracy – and the technical and vocational courses run by FE colleges. In the Inner London Education Authority and other areas attempts have already been made to shift emphasis towards systematic work with the disadvantaged. Models of good practice exist, for instance in Sheffield, where the WEA and l.e.a. centres, often cooperating with Northern Residential College, have developed a body of experience in new types of work with disadvantaged students. Will the DES and MSC listen?

Cooperation and partnership require dialogue – genuine exchanges, where both sides listen and consider. In areas like Sheffield, the task has been to encourage and motivate those whose experience of formal schooling was often a disaster. The commitment of such students depends upon our ability to pay attention to their specific concerns and interests – as unemployed, as women, as blacks.

In the past five years, we have seen precious little evidence that the DES and MSC will pursue these lines of development. On the contrary, HMI reports have suggested that the preoccupations of working class students are "ideological" and therefore "narrow" and "restricting". The MSC finds such matters "controversial". But what chance that learning will happen, what chance that commitment and enthusiasm will develop, if basic skills are to be divorced from the concerns and interests of the students?

The signs, admittedly, are not encouraging. But the need is acute: there are well over one million long-term unemployed, and the numbers are increasing. Adult education has been Cinderella for too long to expect happy endings, but surely she has a right to make her voice heard.

Dr Field is Tutor in Economic History, Northern College, Barnsley.

Invisible men

BILL CHITTY

Where are all those male teachers who were so confidently expected to enter our infant and first schools a few years ago?

In 1967 Plowden found 33,000 women teachers in infant schools but could only trace 97 brave men. When I left college in the early 1970s the situation had hardly changed. I was the only male infant teacher in the large city where I worked. My headteacher was on the verge of retirement but could still see the wisdom of having at least one male on her staff, although this did have the immediate result of halving the toilet accommodation for female teachers.

Needless to say I was viewed with suspicion by several parents. One went as far as to state that I must now have touched rock bottom in my career as I couldn't even command a lowly job in a junior school.

In the late 1970s I moved on and found myself in a newly-constituted first school in an area where there were all of five men in first schools, though three of them were employed in my own school. Still the floodgates had not opened.

Not long afterwards I suffered the customary disenchantment with the profession and left teaching for a while. When I returned (and I knew, casting false modesty aside, that I would get back in because a male teacher who knows something about teaching young children can often appeal to a recruiting head) I found that precious little had changed.

Infant and first schools were still female-dominated. Reorganization meant many of the male teachers who were actually employed in first schools were pressed men, being old-style upper junior teachers who could not obtain employment in the new middle schools.

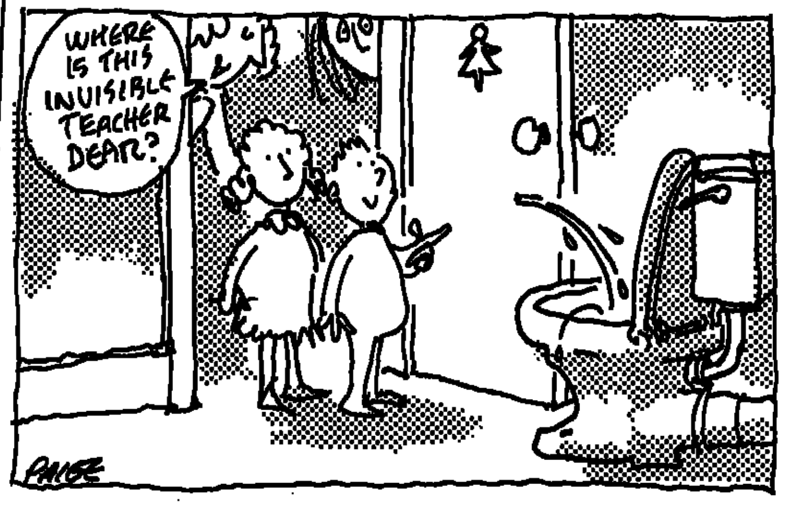
I like the opposite sex, I enjoy working with most female colleagues, and I have never had any objection to female heads. There must be many other male teachers who share these sentiments but where are they? I personally have no doubt that we are giving young children an unnatural diet.

I can imagine the uproar if an infant/first school had a totally male staff, yet the public, who quite often feel obliged to voice their opinion on all matters relating to education, have never twigged that it is distinctly unhealthy for little Johnny to never have seen a male teacher until he has reached 9 or 10 years of age.

I may have a vested interest in this but I firmly believe that we need more men in our first schools, and not just to hump furniture or run the football club. Unfortunately, many children now come from broken homes where the influence of Dad is just a distant memory, and male teachers can help to compensate for this . . . and I don't mean as a bogey man to whom miscreants can be sent.

Certain children, of either sex, may react more favourably to male or female teachers so why shouldn't there be a choice?

Bill Chitty is coordinator for seven to nine-year-olds in a Kent first school.



Manners maketh skills

GERAINT LLOYD-EVANS

A word I am becoming increasingly bored by and wary of in education is "skills". We are inundated with exhortations to teach "work skills", "social skills", "study skills", *not*, most assurdly, to be confused with "information skills". It is not quite accurate, however, to say that "how" has replaced "what" as the greater educational aim, because the skills themselves have become a content, a repetitive body of knowledge to span the curriculum like a rejuvenated Bullock.

The sad thing is that what has happened is that matter has replaced manners and what used to be taught to children by human relationships, both in the home and at school, has become checklists with items ticked off as learnt in English, social studies or active tutorial groups to name but three curricular areas.

What I mean is this. Whereas parents and others might at one time have encouraged or even forced children to give up seats to more elderly people and respect was taught in practice, these days we have to tick off on our lists in a far more abstract and less personal way that "care for the elderly" is a good thing. Whereas knowledge of how a library works was once stimulated by a desire to find a particular book one wanted to read, nowadays the idea seems to have been reversed. I will teach you the Dewey system; then you will want to read. It strikes me the whole system has been depersonalized and exhortations and enthusiasms have been replaced by the inevitable "skills" lists.

Much can be said, for example, of listening. Rather than being insisted upon by a teacher exerting proper authority in a specific situation, it has now become a skill to be acquired and the acquisition is optional.

I am quite convinced that what I might call the specific "manners method" of yesteryear led to a general sense of care, respect and awareness, whereas, as I have suggested, its dull substitute may or may not lead to these general qualities being acquired.

We need an alternative word to offset the "skills" obsession of today and that might be provided by Bernard Levin with the title of his recent book *Enthusiasms*. It is enthusiasm we somehow have to generate, because it is this I find most lacking in school pupils whether they are studying *Kes* or Keats.

A climate needs to be created in which enthusiasms can be freely communicated by pupil to teacher and teacher to pupil and appreciation must be respected as much as participation. The desire to enjoy music, drama and reading as much as to perform it must be stressed. Passive pleasure is as important as active performance.

Another trouble with "skills", come to think of it, is that emphasis on them stresses the productive rather than the receptive. Enlightened passivity is itself a skill which I venture to suggest is not rated by today's skill-merchants. "Active involvement" is rather the phrase which, alas, has taken over too much in the theatre no less than the classroom.

Finally, the comprehensive system has seen the death of a mass of cultural content in education. Philosophers of education would say this has been adequately replaced by instilling methods of inquiry. My argument remains that these methods have become a new content ("how" is still "what", if you like) but the quality is dubious in itself and does not necessarily lead to activities or interests of greater quality. Putting it another way, bureaucratic checklists need to be replaced by tempting motivation.

Geraint Lloyd-Evans is general adviser, English, drama and humanities in the London Borough of Enfield.

Job description

ELIZABETH WEST

It was whilst I was trying to repair a child's broken sandal strap with the staple gun that the thought occurred to me. What a lot of strange things I do during the course of a day's work.

Children who need a safety pin for their trousers, a strong wrist to undo their drink-flask top, or a tissue to stand in for a forgotten handkerchief come to me. And there was nothing in the job description I received from the l.e.a. to suggest that I might be called upon to clean out fish tanks, rescue footballs from gutterings or bury (with appropriate ceremony) dead gerbils.

But then the further thought occurred to me that if *my* day's work was inappropriate to my job description, then what about the head's? Yesterday was typical – and I made a few notes about it.

8.30: head arrives to find window to his office broken by overnight intruders who have ransacked his desk. I help him to clear up mess.

8.50: two parents wish to see head; also police arrive to discuss break-in.

9.30: assembly – which was to have been a school's broadcast but which head has to improvize hastily because intruders stole radio.

9.50: head settles in office to sort out next term's class lists.

10.10: I interrupt him to announce that the kettle has "gone wrong" and staff will be wanting their coffee at 10.30am. Head examines kettle, traces fault to plug and swaps the plug from his electric fire to the kettle.

11.05: head has to abandon class lists he has returned to after play-time as a child has fallen from a piece of equipment in the gymnasium and appears to be concussed. Parents cannot be contacted quickly so head takes child to hospital.

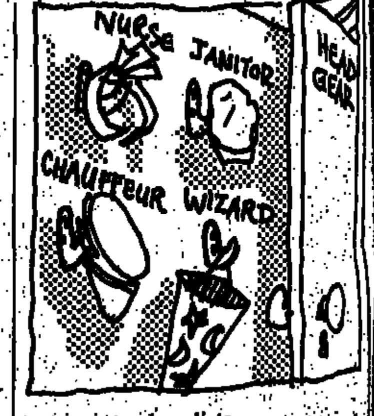
1.45: head returns from hospital, having handed over care of child to parents who have now been traced. Sits down to warmed-up lunch.

2.10: resumes work on class lists.

2.15: I interrupt him to tell him that the games coach has not turned up so head and games master use their cars to take boys to football field.

2.35: head returns to find water flowing from the boys' toilets. As this is the caretaker's "stand-down" time, head investigates – rolls up his sleeve, and removes toilet rolls blocking lavatory pans.

2.50: head signs some letters, makes a couple of telephone calls and then returns to class lists.



3.05: abandons class lists again in order to go to games field and collect boys.

3.25: head returns to find caretaker complaining that he cannot attend to the large broken window in head's room without help.

3.45: as I leave school head is standing on step-ladder holding large piece of hardboard in place over broken window pane whilst caretaker fixes it.

It all amounts to a curious day's activity for a man with a BA, BEd, and 20 years' experience of headship.

Elizabeth West is a secretary in a Black Country primary school.

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Review

Not navvying but dowsing

Edward Neill on the Leavises

Q D Leavis. Collected Essays I. The Englishness of the English Novel. Edited by G Singh.
Cambridge University Press £25.00 and £8.95.

The dislodgement of the Leavises has been effected with remarkably little fuss. Since they died a new form of radical criticism, French, subversive, fiendishly sophisticated about the illusionism of art, has appeared to sweep the board, to occupy the centre stage, to tire the university wits and oust our English imperatives – *moral*, of course. The nine men's Morris is filled up with mud.

But all political positions, even radical ones, are prone to self-destruct. Radicalism begins by fierce criticism of the age. Fierce criticism becomes progressivism. Progressivism means we have come a long way. The past was absolutely awful. The present is only relatively bad. We are on the way. Now a flattering glass is held up to the age and the delicate negotiations with the past which create cultural meaning are broken off.

This is why the Leavises have not been "superseded". They have their faults, certainly. One is a simplistic view of the relation of life to "letters". Another is a tendency to replace our self-flattery with a wholesale denigration of the present which is actually uncritical. However, in the end the "peerless militancy" of their posture is a valuable affront to the cultural luddism (or ludism) which is the enemy of true progress – even when it offers itself as "radicalism".

Thus, saving the price, this first volume of Q D Leavis's critical work is welcome, and the more timely because one always felt that Q D was not quite F R. It is interesting to see her work uncoupled from that of her husband, who has been something of an overshadower of her achievements. One suspects that he drew rather *more inspiration* from her than vice versa, and that *underlying* what they pooled, their gifts and problems were strikingly different. The difference is perhaps that between the open and the closed circle. For example, in a review of her work here, she notes, not unsympathetically, of George Du Maurier: ". . . half French, . . . he always thought the English rather tiresomely limited", a sentiment not altogether irreconcilable with her husband's points of view, but in its high-spirited, unguarded phrasing far removed from the general tone of his work. (So this volume may be regarded as a form of Women's Lib. But she would not have thanked you for the idea.)

Much of the volume is concerned with Jane Austen, though other works referred to in detail include *Jane Eyre*, *Villette*, *Wuthering Heights* and *Silas Marner*, but a whole cultural history is implied and the appetite whetted with many reading tips. The collection ends with an address on the Englishness of the English Novel. Englishness here has a good deal to do with Protestantism, and I found myself wondering if she realized how unattractive her beloved Charlotte Brontë actually made Protestantism look. The English Novel, incidentally, doesn't include Margaret Drabble ("Women's magazine fiction") or John Fowles ("railway bookstall fiction"). I hope that just because it is no longer modish that work of such ferocious utility and often clairvoyant perception will not go unregarded. Even the slide from felicity to facility fascinates. She comes closest to self-parody when she pursues the theme that modern ideas of progress make all a desolation.

The following, for example, sounds slightly like a carefully crafted Leavis pastiche in a competition in the intellectual weeklies:

The England that bore the classical English novel has gone forever, and we can't expect a country of high-rise flat-dwellers, office workers and factory robots and unassimilated multi-racial minorities, with a suburbanized countryside, factory farming, sexual emancipation without responsibility, rising crime and violence, and the Trade Union mentality, to give rise to a literature comparable with its novel tradition of a so-different past.

But she gives a fair image of her career to a transatlantic enquirer:

Really, I suppose what I have spent myself most on is showing other people where to dig, not having time to do intensive and exclusive digging myself. I am a dowser, and not a navvy – and I must admit that whereas the higher navvying in the academic fields has always been considered respectable and praiseworthy, dowsing is a highly suspect activity.

A Cat hung up in Cheapside, habited like a Priest.

Exploiting our kindred

By Stephen R L Clark

Animals and Why They Matter. By Mary Midgley.
Penguin £1.95. 0 14 02 2386 X.
The Animals Report. By Richard North.
Penguin £1.95. 0 14 052 353 7.
The Case for Animal Rights. By Tom Regan.
Routledge and Kegan Paul £17.95. 0 7102 0150 8.

Zoophiles, who give serious weight to the interests of animals in deciding what we ought to do, have become respectable. Television documentaries have shown us how beautiful are our fellow-voyagers in the odyssey of evolution, and how like ourselves. They have also reminded us how badly we treat those creatures we domesticate and dispossess, how much our attitude to them is conditioned by irrational and ignorant assumptions about their nature and their needs. In the last 10 years the topic of "animal rights" has moved from a mocking footnote to become one of the central issues of ethical philosophy. These three volumes are welcome additions to the literature.

Richard North set himself to inquire into the animal business and has composed a clear and helpful piece of investigative journalism. He discusses what is now believed about animal preferences, and emphasizes that (despite the claims of factory farmers) there is no evidence at all that the denizens of *Animal Farm* have lost their ancestral proclivities, to run and scratch and socialize if given a chance to do so. He allows the defenders of current practices, in farm, laboratory and zoo, considerable scope to put their arguments across, and presents his readers with the crucial question: "How much effort ought we to put into making it safe for people to do trivial things?" – especially when our present efforts cost animals so much, and do not even make life very safe for us.

This is a good survey of the warring factions, except in Mr North's final chapter, on philosophy. In this he criticizes the Australian zoophile, Peter Singer, for supposedly believing in "animal rights" in some profound and metaphysical sense. Singer is in fact a utilitarian and makes it quite clear that he speaks of "rights" only as rhetorical shorthand for the thesis that the interests of animals ought to be weighed equally with those of human beings. "All to count for one; none for more than one." Other zoophiles, including me, take rights more seriously (precisely as expressing the thought that animals ought not to be treated merely as a means to a "satisfactory" utilitarian conclusion), but still do not believe in metaphysical tickets. That animals have rights is not an additional reason for treating them justly; they ought to be treated justly because they can suffer, and have their own lives to live.

Mary Midgley's more philosophical inquiry redresses the balance. She has set herself to show that we can only escape from factual and moral confusion by taking the nature and standing of animals seriously. Our tradition is radically confused: sometimes we think of animals as entirely beyond the moral pale, even as mere machines; sometimes (and more realistically) we realize that they are creatures much like ourselves, with whom we can sympathize and whom we ought not to treat as merely material. She subjects some of the key concepts in this area (speciesism, equality, rights) to careful analysis. If her arguments do not always avoid a certain briskness, leaving the reader with the feeling that there is more to say, this is perhaps a merit. No one could read the book without understanding the importance and the fascination of the topic.

Tom Regan, unlike Singer and Mrs Midgley, does believe that animals, or at any rate mammals, have rights; he believes, and argues for his belief with painstaking clarity, that any creature who is aware of its own past and future, that has a welfare of its own which is distinct from that of any other creature, ought to be considered an end in itself, and not used merely as a means (as human beings have usually preferred to do) nor yet considered merely a receptacle for pleasure and pain (as simple-minded utilitarians suppose). We ought not to decide what to do by performing some impossible calculation about the aggregate amount of pleasure consequent upon any particular act, or any particular practice. We simply ought not to violate the rights of mammals, and should therefore stop imprisoning, tormenting, maiming and killing them.

Regan argues that all the alternative theories about the moral standing of animals, that they have no standing, or that it is enough that we not use them "cruelly" or "maliciously", or that we ought to think of them as renewable resources, have unwelcome conclusions. They turn out to suggest that we ought to treat human beings in something like the way we now treat animals, with only as much consideration as suits us. If none but rational creatures have rights (a favourite thought among philosophers), then we ought not to object to a parent's sale of his subnormal child for medical research. We do *object, and so reveal that it is not rationality that* grounds the possession of rights, but simply being the subject-of-a-life, having a welfare and a sense of one's own identity.

Regan's main fault is his tendency to respond only to philosophical writers. In his opening chapters he debates the theory that animals do not really experience or desire anything, but only in response to some rather bad and scholastic arguments. He seems not to be acquainted with the reasons (most of them, indeed, quite poor ones) that have led intelligent ethologists and animal psychologists to doubt that non-human animals are ever quite as like as us as we normally suppose. There, if anywhere, is a role for the philosopher, to show how confused and question-begging arguments for merely "objective" description of animal behaviour are. It is a task that Regan does not attempt as boldly as he might. If he had done, he might have found reason to extend the circle of rights-bearers still further: other things than mammals have individual welfares, and a sense of their own identity.

Even in discussing philosophers he is very selective, and sometimes a little too clever. It has been argued, for example, that Kant was inconsistent in describing animals as merely means, but forbidding their mistreatment lest we come to treat human beings badly too. The absurdity lies in forbidding us to treat animals merely as means lest we treat ends (namely human beings) as means; but if we may not treat means as means, what may we do? Regan replies, more than a little patronizingly, that Kant need only be forbidding acts that make animals less good as means (as a careless slave-owner might damage his slaves). True enough: but those are not the examples of mistreatment that Kant gives. What Kant deplores is, for example, the killing of a dog or horse who has laboured her life out in our service. This is not to make her less useful as a means than she would be; it is to treat her as having value only in so far as she is useful to us. In so far as Kant recognizes that such conduct is unworthy of a humane mind, he is forced to acknowledge that animals ought not to be treated merely as means, that they have lives of their own.

That Regan's book is the definitive or classical work, the equal of Rawls or Nozick, that the publisher's blurb proclaims it, I rather doubt. It is a clear and cogent demonstration that animal rights are intellectually respectable, and that those who wish to continue exploiting our kindred will have to find some better arguments and better theories than they have yet managed.

A family at war

Lynne Truss talks to the author of 'A Coming to Terms for Billy', to be broadcast next Tuesday on BBC 1

When Belfast playwright Graham Reid wrote his first television play his aim was to show a Belfast family "who had problems which for them were much more important than what was happening in the streets, or the constitutional future of Northern Ireland". The play, *Too Late to Talk to Billy*, succeeded so well in showing, with realism and dry humour, the fierce emotional conflicts and allegiances of the Protestant Martin family that it won the Samuel Beckett Award for the best first television play in 1982, and BBC Northern Ireland decided to go ahead with further plays about the family. It is the third of the plays, *A Coming to Terms for Billy*, which will be shown on Tuesday.

The Martin household must be familiar to many by now – as indeed must the Martin house, which is surely among the best-utilized sets in BBC history. Billy (Kenneth Branagh) and his sister Lorna have been looking after their younger sisters Ann and Maureen since the death of their mother Janet in the first play and the departure for England of their father Norman (James Ellis) in the second. In Norman's absence the house has become the home of the children's ailing Uncle Andy, while Billy has gone to live with his Catholic girlfriend. What Billy must "come to terms" with is his hatred of Norman, a "hard man" who used to drink and fight, and who was, generally, "the big bad wolf" of the family. While in England Norman has married, and he now returns to Belfast with the intention of starting again with his family.

Graham Reid has produced a number of plays, for television and stage, since his first play was produced in

Uncharateristic smiles in the Martin household.

Dublin in 1979. It is perhaps an urge to make up for lost time that makes him so prolific, as he's come to it quite late (he's now 38) and perhaps feels he has to catch up with those whose educational background was more conventional than his own. He "hated school" and left at 15, but in his mid-twenties he was persuaded to go back into education and acquired O and A levels, and a BEd degree from Queen's Belfast (where he's now writer in residence). He taught for three years before leaving to write full-time, and as a teacher he again found that he hated school, angry that the system continues to produce people who are "virtually illiterate" and that it ignores the obvious need to prepare young people for unemployment. In the context of Northern Ireland, this omission is irresponsible and dangerous: "The situation there is rather more than acute because young people who leave school, who are thick and have no job, can very quickly become celebrities by joining a paramilitary organization."

In his play *The Hidden Curriculum* (1982) he dealt with precisely this inadequacy in the system and suggested that more Irish history in the curriculum could give young people some perspective on the "atmosphere of violence" they live in. It dismays Reid that in their first three years of history (after which many opt out of the subject) children in Northern Ireland "never touch on twentieth-century history". They can just get as far as the 1798 Rebellion "if the teacher goes like a whippet".

Though he probably wouldn't put it this way, he is getting his own back on teachers. They occur frequently in his plays (Norman's new wife is one), and he often uses them to represent middle-class values and blindness to social realities. And the particular social reality he wants to enforce on them, and on his audience, is the horror of violence, a recurrent theme in his stage work which is always present, but below the surface, in the *Billy* plays. "I'm very anti-violent myself", he says, "and I think the only way to woo people away from violence is to show it at its ugliest." Incidents of terrible brutality are central to each of his stage plays, but gratuitous they aren't: in each case the very meaninglessness of the act itself as against the appalling consequences it holds for its victims and perpetrators, is the issue at stake.

Where does he go from here? More *Billy* plays, more stage work in Ireland? He is considering following up the story of Billy's sister Lorna, who is left at the end of Tuesday's play with a potentially interesting future. And there will certainly be more stage plays, though he's reluctant to talk about them. One thing seems certain: that having helped to break down the television audience's resistance to Northern Ireland as a subject, he's now going to help in a similar campaign in English theatre, with three commissions from English directors: at the Liverpool Playhouse, the Lyric Hammersmith and the Royal Court. So we'll be hearing more from him.

Three Plays for Television: Too Late to Talk to Billy, A Matter of Choice for Billy and A Coming to Terms for Billy by Graham Reid will be published by Faber in April.

A loose end

Young Shoulders.
BBC1, February 14.

The eventual reconciliation of the parents in John Wain's novel was hard to swallow and it may only be because one expects less from the medium that gave us *The Thorn Birds* and *The Far Pavilions*, that its sentimentality seems more passable in this adaptation as a "Play for Today". What is puzzling, is that in both cases the miraculous resolution follows some sharp insights into family relationships and has been prepared through conventions which, earlier in the book and the film, seem quite acceptable.

Perhaps, too, the visual medium is more effective in suggesting the central theme. Paul (Andrew Groves) has gone with his parents to Lisbon to attend a memorial service for his sister, killed with a school party in a plane crash. He is conscious of Clare's presence and the actuality of her death: passing aircraft, fire regulations and the drop from the hotel balcony evoke it and a candle flame lets him test the agony of destruction. His henpecked father (David Horovitch) and alcoholic mother (Jennifer Piercey), immured in the failure of their marriage, are mainly concerned to avoid living, so Paul takes up an invitation from another member of the group to see "a bit of life". In Nighttown, he comes face to face with himself and with Clare, acknowledges their common humanity and learns the distinction between her death and his life.

Paul's disappearance may be the immediate cause, but Clare is the *deus* and her burning plane the *machina* through which their parents are reunited. In discovering how to care for others, they come to care for each other: a fine sentiment, well-acted and well-directed. But the reality of their upper middle-class marriage (more middle-middle in the book, I felt) has been established too precisely for us to accept the trite ending. It is surely a premiss of the play that life offers beginnings, not fairy-tale endings.

Robin Buss

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Sounds unfamiliar

Les Percussions de Strasbourg.
Contemporary Music Network Concert, Bloomsbury Theatre, February 9.

Threading his way through the jungle of silent gongs, graceful marimbas and sturdy copper timpani Michael Berkeley, in his pre-concert talk, questioned the amiable group of five men and a woman about their work. They came together in the early Sixties, fired with a common enthusiasm for the serial music of Schoenberg, Berg and Webern, and, encouraged by Pierre Boulez, created the first European percussion orchestra.

At that time there was scarcely any suitable music to perform, but composers such as Xenakis, Stockhausen and Messiaen have since provided over 80 works for the repertoire and together with the group have revolutionized the instruments themselves; Messiaen includes chromatic cowbells in his later works, Xenakis has devised the Six-xen – 6 keyboards of 19 metal strips each, capable of making 109 different sounds. The most important influence, the group deferentially acknowledges, is the music and instruments of the many Eastern and African countries who welcome its tours.

The London concert programme demonstrated the astonishing range of musical possibilities to be found in the section of the orchestra which in western music has been traditionally relegated to a supportive role. Four constellations from Xenakis's *Pléiades*, a work of detailed mathematical precision based on a non-western scale bearing some resemblance (in the words of the composer) to a scale from Ancient Greece, featured wood, skins and metal in turn.

In only one of the three works that made up the programme did improvisation occur – *Hiérophonie V* by the Japanese composer Yoshihisa Taira: percussive vocal interpolations, softly vibrating keyboards, gentle tapping rhythms, jingling bells, and an insistent African-sounding drum ostinato throbbing centre stage. The opening piece, *Aera* by François Bernard Mâche, reminiscent of Eastern temple music, relied on Thai gongs for bass resonance, overlaid with delicate floating sounds on marimbas and xylophones.

Les Percussions de Strasbourg combine insight into contemporary music with technical virtuosity and physical energy. Any teacher feeling restricted by Orff in the classroom should try to hear them – live or on record.

Philippa Davidson

The group will perform at Manchester (Royal Northern College) on February 18, and Sheffield (Leadmill) on February 19. Educational demonstrations precede both concerts.

Brave face

Little Arrow Meets the Grizzlies,
Polka Children's Theatre.

In order to prove himself a man and earn a man's name, 12-year-old Little Arrow, Red Indian brave, has to perform a daring exploit – to return to his tribe with either the spoils of war or of a successful hunt. His problem, he soon finds, is that he can't bring himself to kill any of the animals he comes across. This is quite understandable, really, because the world created in Richard Gill's play is sanitized and safe. Even a stylized killing would be out of the question.

The puppet animals are all of the cuddly toy variety; the Red Indians are the cleanest and tidiest you could hope to see and the characters are as two dimensional as the Disney cartoon-style set. The tribe's chief inexplicably speaks in a Russian accent.

There's no doubt that the play offers a lot of fun (of the look behind you pantomime variety) but teachers and parents who arrive expecting their children to learn anything about Red Indian life, or the moral issues surrounding killing for food, will leave disappointed.

Eventually, having spilt nary a drop of blood and actually helped a bear by pulling a thorn out of its paw (yes!), Little Arrow finally earns the right to be called a man by warning the tribe of an attack by the punk-like Pawnee villains, then presumably goes on to found the first all-vegetarian Red Indian tribe.

Nick Baker

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Life and art unreconciled

John Weightman offers a sceptic's assessment of Buñuel's work

My Last Breath. The Autobiography of Luis Buñuel. Translated by Abigail Israel.
Jonathan Cape £8.95.

The prospective buyer should be warned, perhaps, that this book was not actually written by Buñuel himself, although he approved of the text. It was compiled by his French assistant, Jean-Claude Carrière, from conversations recorded, or noted down, during the very last years of the director's life. To adapt a phrase, it is a café-table book, fascinating enough in its implications, but without the density or detailed reflectiveness that it might have had, if the subject himself had been able to wield the pen.

But, with characteristic simplicity, Buñuel confesses that he was never a writer and always needed a collaborator's help even with his scenarios. Indeed, he further confesses that he only became a film-maker because of his inability to express himself in literature or painting. This is a revealing remark, because it shows how congenial he found the fluidity of the cinematographic form as a means of conveying his personal obsessions. Whether or not he always controlled this fluidity with success is, of course, another question.

After reading the account of the various phases of his career in Spain, Paris, New York, Hollywood and Mexico, a socially-minded critic might be tempted to say that Buñuel, like some other apparently revolutionary artists, was at bottom *un enfant terrible*, an anti-bourgeois bourgeois, whose art was largely an irrational, personal game on the margin of serious society. There was certainly something of the upper-class drop-out about him. As the son of one of the richest *rentiers* in Saragossa, he spent an untroubled childhood in the intensely Catholic and hierarchical society of pre-1914 Spain and, whatever his later political or religious opinions, he is unashamedly nostalgic about that archaic world with its traditions and rigid values, as if he went on needing them as a permanent foil, instead of developing beyond them. Also when, in his early twenties, he revolted against the Church and the prospect of an average career, he did so with the self-confidence instilled by a well-to-do upbringing, and with the knowledge that, in the last resort, he could always count on a little family money.

But there was obviously more to him than that. Watching his ravaged, rather monk-like, face on the television screen during the recent *Arena* programme devoted to him, one could guess with hindsight that he was primarily a drop-out from religion. His mystic drive and his pagan appetites could not be fitted into the narrow patterns of orthodoxy, or he might have become a priest, as his mother hoped he would. They were also much too powerful for him to settle to any relatively humdrum occupation. So, after a great many false starts and the revelation of Fritz Lang's films, he took to the cinema. Even before making the acquaintance of the Surrealist group, he and his friend Salvador Dali had projected their sado-masochistic fantasies into *Un chien andalou*, which seems in retrospect like a model Surrealist film.

Surrealism, although violently anti-Catholic, was essentially a religious movement, which puts its faith in subversion, anarchy, the irrational and the subconscious, as if these negative principles could change life positively for the better. Buñuel admits that they didn't but, with a kind of naive innocence, he went on believing in them indefinitely, even when the Spanish Civil War, the rise of Hitlerism, the horrors of World War Two and finally the atomic bomb had shown that ordinary, everyday reality could supply more extremism and more black humour than the most unbridled Surrealist imagination.

He himself accepts this enormous contradiction, without doing anything to overcome it. Of the Spanish Civil War, he says:

> I, who had been such an ardent subversive, who had desired the overthrow of the established order, now found myself in the middle of an enormous volcano, and I was afraid . . . in the cocoon of my timid nihilism . . . As usual, I was torn between my intellectual (and emotional) attraction to anarchy and my fundamental need for order and peace.

Nevertheless, he was still convinced in old age that, compared to the works of the Marquis de Sade, "all other masterpieces paled"; and the prospect of universal extinction through the atomic bomb evokes the following comment: "I find the possibility magnificent, and in fact I am tempted to shout bravo." He does not seem to be making such remarks hysterically or for self-advertisment, as Dali might do, but with resigned contemplativeness, as if his imagination were working violently and destructively on one level and he himself living quietly on another, without making any attempt to reconcile the two modes of operation.

This contemplativeness seems to have been characteristic even of his career in films. He shows no sign of any great ambition or astringency, but rather a quiet stubbornness. He appears to have accepted such possibilities as came along as a way of releasing his subconscious urges, without bothering to understand them or to organize them beyond a certain point.

This may explain why *I, for one*, have great difficulty in remembering his films apart, as separate, successful entities. For me, they break down into disconnected sequences, some unforgettably impressive but others ramblingly tedious. But I am exactly the wrong spectator for them, being an anti-Surrealist with a belief in the ultimate rationality of good art.

Luis Buñuel and Jeanne Moreau on the set of *Diary of a Chambermaid* (1964)

Paradox

Bric-à-Brac and Kuddelmuddel.
Triangle Theatre Company, ILEA Modern Language Centre, February 9.
Les Amours de Jacques le Fataliste.
Compagnie de l'Esquif, Institut Français, February 9.

The paradox of the actor, Diderot says, is the artificiality he must employ to convey emotion spontaneously through someone else's words. The language learner is caught in a similar paradox, activating well-drilled responses at the moment of performance to express anger, gratitude, affection, indignation or regret without mistaking the position of the object pronoun, muddling genders or confusing tenses. One day, all this may become second nature, but until then abroad is a theatre for which we must rehearse in the classroom and the language lab.

We learn by watching as well as by taking part. The Triangle Theatre Company offers its 40-minute presentations for first and second-year students of French and German in the belief that drama can convey the affective element in language learning. In other words, they suggest that there is more to be had from learning a language than the half kilo of cheese and the return ticket to Bordeaux, *s'il vous plaît*, which tend to block the communicative horizons of CSE and O level role-play.

So, using a piano and a minimum of props, they show us what happens when a burglar breaks into the dentist's, an old lady goes to feed the ducks and a garrulous English tourist accosts a woman on a train. There is enough English explanation to guarantee that no one should feel intimidated (though some pupils may share my resentment at being asked to sing the opening song), and it is all done with enthusiasm by the four members of the cast. Essentially, the German and French shows are the same and the cast are pretty convincing in both: they nearly had me believing that it is *une poil*, a lapse which was due, no doubt, to a long train journey from Cardiff and the paradox of pretending to teach an audience of teachers.

Later in the evening, at the French Institute, the Compagnie de l'Esquif illuminated Diderot's paradox through their adaptation of his novel *Jacques le Fataliste*. With three actors (Maurice Antoni, Jacques Boulin and André Widmer) for the two parts of Jacques and his master, wearing wig or cap according to which character they happened to be playing, it made a point too about social roles and neatly brought out the ambiguity of the master-servant relationship.

This was certainly not a production for the learner, but one to remind teachers that French does exist outside the classroom and, perhaps, to introduce advanced students to the most delightful figure of eighteenth-century French literature. Like Sterne, Diderot loved eccentrics, recording their views and idiosyncratic gestures with a keen eye and an affectionate ear. How can one fail with such material as the homespun philosophy and earthy loves of Jacques? The only disappointment was to see the theatre only two-thirds full for this production by an accomplished and imaginative provincial company.

Robin Buss

The Triangle Theatre-in-Education Company, directed by Carmen Jacobi, is based at the Sherman Theatre, University College, Senghennydd Road, Cardiff.

Match play

Mistero Buffo. By Dario Fo.
1982 Theatre Company, Essex University Theatre.
Pericles. Cheek by Jowl.
Theatre Royal, Bury St Edmunds.
An Inspector Calls. By J B Priestley.
Mercury Theatre, Colchester.

Mistero Buffo is an extraordinary piece of theatre. Mined by Dario Fo from medieval Italian mystery plays, with an eye for their comedic and political content, translated by Ed Emery and adapted and staged by 1982, they inhabit that theatrically disorientating area where the grotesque unites the terrible and the comic.

Take "The Slaughter of the Innocents" for example. Not a bundle of laughs, you would think, and indeed the performance walks a barbed wire tightrope. It's almost impossible not to giggle along with the murdering soldiers ("Here, baby, baby . . .") *even when* the "comic" – and, yes, this *is* funny – dripping swords and splatters of bombed infant are set against "Mrs Smith" begging, quietly and truly, for her child's life. A crazy woman doesn't rail against God for allowing it, but *reports* her earlier, "misguided" outburst, now believing, in an astounding distortion of the Abraham and Isaac story, that her dead baby has become a live lamb. The theologically correct moral that God in his pity protects the grief-stricken with madness rings as magnificently hollow as it must have done 600 years ago.

Theatre is so good at containing its own contradictions, and so often here the two or more things going on at once are rationally incompatible – as ideas or images, or in terms of audience response – and the resulting interstices stretch the mind and the emotions.

By the end of the show we fully understand the territory of the *jongleur*, the mysteries' fool. Deflation is the keynote. In a world where God is on the side of the land-owners, Christ's gift of tongues is given not to the pious but to the poor. A prolonged, but verbally ingenious, fart is a reassertion of social and moral justice.

The members of 1982 are very serious about being funny and this material is perfectly tailored to their considerable mimetic, clowning and ensemble skills, their intensely physical acting style and their somewhat cerebral, educative approach.

A similar matching of material to abilities occurs in Cheek by Jowl's *Pericles*. A company of six gallop their way through Shakespeare's epic in a series of dumbshows and signal characterizations. It's a marvellous narrative: a quest embracing reversals of fortune, wicked stepmothers, comic fishermen, deaths and resurrections, leading not to something strange and wonderful, but to something wonderfully familiar.

Declan Donnellan's production is attractively done, but rarely touches the magic the play needs if it is to be anything more than a glorified adventure story. The discovery of the armour and the awkening of Thaisa were lyrical exceptions, but the drawback of the placard presentation is that what is gained in clarity and visual effect is lost in emotional depth.

The Mercury is tucking Priestley's morality in between a panto and a musical. John Adams has given it a workmanlike production with the blocking governed by the majestic, tiered, porticoed set. Lines starting "Are you sure . . ." or containing the world "responsible" are hammered home – probably advisedly – and the whole is efficient but not terribly exciting.

After one matinee CSE-taking school parties met the director and cast. Although they were more interested in the actors – how did they learn their lines? (with difficulty); did they feel awful when they got the words wrong? (yes) – than in the play, I'm convinced (remembering a stage-struck childhood) that contact between performers and audience can be of greater value than it may seem.

Interestingly, the schools' reactions during the performance had revealed a delight in the omniscience of the Inspector and a desire to stitch up the Birlings. The Birlings were the enemy; collective guilt was nowhere to be found.

Jill Burrows

Mistero Buffo *is at the Traverse, Edinburgh, February 17–19.*
Pericles *tours to Sevenoaks, Maidstone, Plymouth, Durham, and Galloway, Accrington, Bacup, Southport, King's Lynn, Bangor and Basingstoke between now and the end of March. Details from 01-439 0978.*

Ninety-niner

The battle of the books keeps hotting up: in the week when the Book Marketing Council launches its Best Novels of Our Time campaign (a selection on which this paper commented caustically when it was announced last November), Anthony Burgess fires off a much more interesting riposte, **Ninety-Nine Novels: The Best in English Since 1939** (Allison and Busby £2.95). All his choices "have added something to our knowledge of the human condition . . . , have managed language well, have clarified the motivations of action, and have sometimes expanded the bounds of imagination", he claims in his preface.

Each book receives its own thumbnail appreciation, some of them excellent little reviews in themselves: a useful prompt for conscientious English teachers, and a splendid crib for lazy ones.

Michael Church

Among this week's contributors:

Stephen R L Clark is Professor of Philosophy at Liverpool University. His books inlcude *The Moral Status of Animals* and *The Nature of the Beast*
Colin Lacey is Professor Education at Sussex University
John Weightman is Professor Emeritus of French, University of London

David Self's article about the Poetry Society has had to be held over temporarily because of shortage of space

Next week

Teenagers: Geoffrey Pearson on their political and social views, and Anne Stevenson on their literary creativity; children's theatre and drama.

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A loving Papageno

Mozart and Constanze. By Francis Carr.
John Murray £9.50. 0 7195 4091 7.

Do we need yet another biographical study of Mozart? I approached this book with doubts, but they were soon dispelled. As the title implies, it focuses on Mozart's relationship with Constanze, his wife. The marriage was opposed by his father on what at first seemed to be snobbish grounds, but as Mr Carr's tale unfolds, it appears his judgment was sound. Constanze appears to have been small minded, self-centred and not really to have been in love with Mozart. "Love me half as much as I love you," he writes beseechingly when she is taking a protracted cure at Baden and he is working in Vienna. Ironically, she outlived him by half a century.

We all know, of course, that "Mozart died a pauper," but Mr Carr's research shows that we are all wrong. He shows that Mozart was certainly not a pauper, though he was indeed buried like a pauper, in an unmarked grave. Why? Here I am in a dilemma. I could make this review very exciting by summarizing Mr Carr's explanation. But since his study begins like a perceptive review of familiar territory and turns into an astonishing whodunnit, it would be unfair to give away the plot. Suffice to say, for those whose knowledge of Mozart's fate is based on Peter Schaffer's hit play *Amadeus*, that it was *not* Salieri.

Mr Carr's chapters on the death and burial of Mozart make gruesome but immensely intriguing reading. Reviewing the accounts by previous biographers he subjects them to penetrating analysis on crucial points, like a detective questioning very evasive witnesses. The outcome is to make his own solution to the Mozart mystery immensely plausible as well as deeply disturbing.

What has all this to do with the music? Little that can be told to schoolchildren, but it shows Mozart as a loving Papageno (a part he loved to sing) searching (in vain?) for his Papagena. It sees reflections of his personal life in *Così fan tutte* and *Don Giovanni* and more generally suggests that it is astonishing that so much magical music could be distilled from so much frustration. It also reveals the tragedy of Mozart, in the proper sense of a great man destroyed by a human flaw.

Mr Carr's book is comparatively short but tells us a great deal, with considerable scholarship deftly deployed. Always interesting, it gradually becomes absolutely enthralling.

Roy Shaw

An illustration from the Longman Handbook of Orchestral Instruments by the Diagram Group, a team that specializes in illustrated information books. (Longman £3.95 and £2.50.) A more detailed notice of this title will be included in our special Extra on Reference Books scheduled for May 18.

lingo

That the British *lift* is the American *elevator* is a fact of language. That the American *robin* (*Turdus migratorius*) is a larger thrush than its British counterpart (*Erithacus rubecula*) is a fact of language and a fact of biology. That the American robin is a harbinger of spring ("When the red red robin comes bob-bob-bobbin' along . . .") whereas the British robin is a symbol of winter ("And what will the robin do then, poor thing?") is a fact of language, of geography – and of culture.

Like the robin, the *brass band* has different connotations in America and Britain. Its whole web of working-class associations is quite absent in the United States, where brass bands conjure up images of parades with their inimitable drum majorettes.

In America, *public utilities* (like the Gas Board) are private companies under government supervision. In Britain, *public corporations* (such as the BBC) run certain nationalized services or industries. So the American *public utility* is, as it were, a private company presenting itself as virtually nationalized, whereas the British *public corporation* is a nationalized enterprise presenting itself as virtually independent. Here, too, differences of language reveal differences of cultural orientation.

Aggressive, in the positive sense of "assertive" or "self-assertive," the OED Supplement records first from Canada in 1930, in an advertisement for an "Aggressive clothing salesman," but not from the US till 1959, not from Britain till 1966. As late as 1972 the Supplement labelled it "Chiefly *US* and *Canadian colloq*." Does it still seem so now?

Robert Ilson

New music

The New Grove: Bach Family. By Christoph Wolff and others.
Macmillan £8.95. £4.95. 34370 0.
The New Grove: Beethoven. By Joseph Kerman and Alan Tyson.
Macmillan £8.95. 0 333 35825 2 £4.95. 35385 4.
The New Grove: Masters of Italian Opera. By Philip Gossett et al.
Macmillan £8.95 0 333 35823 6 £3.95 35383 8.
The New Grove: The Second Viennese School. By Oliver Neighbour, Paul Griffiths and George Perle.
Macmillan £8.95 0 333 35824 4 £3.95. 35384 6.
Pathway to Music. By Antony Hopkins.
Dent £8.50. 0 460 04580 6.
New Encyclopedia of Music. By Alan Blackwood.
Ward Lock £5.95. 0 7063 6254 3.

It was an inevitable but undoubtedly good thing that the publishers of *The New Grove* should decide to reprint selected entries in book form. The Macmillan series is rather misleadingly called "composer biographies" since there is substantial discussion of the music, as well as historical background. Beethoven has a volume to himself, whereas J S Bach is accompanied by 13 of his close relations and a fascinating family tree listing some 80 musical Bachs from 1561 to 1845. The *Second Viennese School* deals with Schoenberg, Berg and Webern, while *Masters of Italian Opera* includes entries on Rossini, Donizetti, Bellini, Verdi and Puccini. There are also separate volumes available on Handel, Hadyn, Mozart and Schubert.

It would clearly be foolhardy to attempt criticism of the high quality scholarship that has been brought to bear in all of these volumes – scholarship that has, in the case of *The Bach Family*, been considerably updated since the original dictionary entries of four years ago. The same volume still contains a few confusing cross-references, though, between work-list and text. The famous Toccata and Fugue in D minor (BWV 565), for instance, is referred in the work-list to a plausible, but clearly wrong page – it seems like a computer error that has escaped editorial notice.

Dictionary entries tend to read rather more drily than specially written biographies, of course, but terseness has not made for brevity. *Beethoven* runs to 216 pages of biography, discussion of works, personal characteristics, posthumous influence, work-list, bibliography and index. Computer technology has allowed the original dictionary text simply to be photo-enlarged and re-distributed in book format.

"Surely not *another* book on appreciating music," writes Antony Hopkins in the Preface of *Pathway to Music*, and one cannot help thinking that the author himself sighed somewhat resignedly at the prospect when approached by the publisher. (It is hard to imagine Hopkins himself taking the initiative for this one.) The pathway Hopkins forges leads us, soap opera-style, among the intricacies of orchestral playing and musical form through the fictious eyes and ears of one Keith Malcolm and his friend the conductor of the local youth orchestra, Mr Roberts. The master-pupil discourse in didactic texts has a long and distinguished history, of course, but readers might have to approach this updated version with considerable good will.

For all its cringe-making analogies, Hopkins' book is considerably more lively and vivid than the *New Encyclopedia of Music*. Here we have all the facts (not *quite* all) about music, tidily packed away and categorized under such inspiring headings as History, Musical Instruments, Musicians and Music Forms and Terms. The latter two contain dictionary-style alphabetical entries covering in appearance a wide range of musical topics and personalities: Beethoven to Basie, Wilbye to Weill, fugue to foxtrot. On closer scrutiny, however, the author seems to have stopped short at real contemporaneity – not Steve Reich or rock music (no Peter Maxwell Davies, indeed), and a misleading sentence about synthesizers. Otherwise, the book covers competently, if dully, all the usual musical topics.

Andrew Peggie

Strings attached

The String Quartet. By Paul Griffiths.
Thames and Hudson £12.00. 0 500 01311 X.

The string quartet, like the novel and the watercolour, is one of the most civilized of artistic forms. The concept of four equal partners engaging in intimate, rational discussion is especially appropriate to the Enlightenment, which is one reason for the string quartet's sudden burgeoning at the end of the eighteenth century. Early Romanticism, with its cult of the artist as hero, found no place for the string quartet after Beethoven, the only Romantic still to have complete command of the classical style, had brought it to perfection. But it revived, and found new strength in the first half of the twentieth century. Today it might not be too fanciful to see its continued existence as a touchstone of contemporary culture.

Paul Griffiths is an excellent historian of the medium. His knowledge is impressively wide; his writing is objective, jargon-free and lucid, though this is probably not a book for those who cannot read the 82 finely-printed music examples that illustrate the text. *The String Quartet* is full of insights. Comparing Mozart and Haydn, he notes a crucial difference of approach in their near-contemporary E flat quartets, opus 33 number 2 and K428 respectively: "Haydn's music is carried forward by argument, Mozart's by the need for balance and resolution . . . his tendency is to make everything theme where Haydn makes everything development."

Beethoven's isolation from his contemporaries is well brought out. Mr Griffiths produces his own, convincing theory of the unity of the late quartets. He is good on the eccentric originality of Brahms's quartets, and on the easy mastery of Dvořák, rightly judged the outstanding quartet composer of the second half of the nineteenth century. Stravinsky's brief deflowering of the string quartet and Bartók's lifelong, tortuously passionate affair with it are shown to illustrate the contrasting personalities of these two composers.

In dealing with the string quartet's recent history Mr Griffiths, perhaps inevitably, concentrates on the more obvious kinds of innovation, thus passing over some twentieth-century quartets whose originality is more modest, though probably more lasting. Elsewhere he fastens on composers who have acquired a fashionable notoriety. I particularly wish that instead of devoting two pages to the steril pastiches of George Rochberg, he had at least mentioned the superb series of nine (so far) quartets by Robert Simpson, which I predict will be played and listened to long after most of the more freakish quartets described here have been forgotten. The anti-quartets by Kagel and Xenakis, for instance, are interesting as comments on the chaos of contemporary life, but hardly for their musical qualities.

Unless real string quartets continue to appear to blithe the usual squalid mess called History, as Auden put it, we are indeed in a sorry state. Fortunately, they still do.

David Matthews

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In the works

Experiencing Comprehensive Education. By Robert G Burgess.
Methuen

Robert Burgess has written a useful and readable book on comprehensive schooling that should be of importance to practising teachers as well as sociologists and educationists. The book is essentially a descriptive study of a new, purpose-built, Roman Catholic comprehensive school which was opened in 1969.

The study, which was based almost entirely on participant observation in 1973/4 is noticeably dated. Who has heard of Donny Osmond and which pupils can recall Princess Anne's wedding to Mark Phillips? More importantly the study omits issues like the core curriculum, the effects of financial cuts, falling rolls and staff redeployment which would almost certainly have featured in the case study material had the research been conducted 5 to 10 years later.

It is important not to dismiss the book on this account. The study was always intended to be a partial ethnography, concentrating on certain issues and sectors of the school life. In this aspect the book represents an important addition to the literature because previous studies of schools have tended to omit detailed study of the head's role in shaping the school and the teaching staff's response to his initiatives. One other area on which Burgess concentrates is the teaching of "Newsom" pupils and once again he provides us with descriptions that are rare in the published literature. It is clear, in these central parts of the book, that while the events on which the analysis is based are now 10 years old, the issues to which the the analysis relates are important, up to the minute concerns for teachers and pupils.

Burgess's description of the new headmaster, shaping and designing a new comprehensive school reveals more vividly than other analyses of the comprehensive reorganization why this reform resulted in so little change. We find the new headmaster handpicked for the job, the *crême de la crême* of his profession, woefully inadequate to the task. Not only is he unaware of the accumulated research on school structure and their effects but he is also apparently unaware of the experiences of the early comprehensives. Certainly he seems to have made all the mistakes made by the new London comprehensives in the late fifties and early sixties. He combined a rigidly differentiated academic curriculum inherited largely from the tripartite system that the comprehensive school had replaced, with a house system borrowed from the public schools.

In his rhetorical presentation of the school the headmaster refers to the values of the family. However, Burgess shows that in reality the house system is largely coercive with a significant amount of physical punishment and the academic system is discriminatory. As one pupil describes the school: "It is like a prison with windows". The major principle on which the head bases his leadership, to lead by example, is finally compromised when he clashes with the local authority over the "day off" for Princess Anne's wedding. When the pupil walk-out, which he helped to ferment, looks like affecting his career he turns on the pupils and staff who participated and punishes them.

It would be comforting to suppose that this "failure of leadership" was an atypical example drawn from the disasters of the education system. On the contrary it would, in my experience, be fairly typical. However, before we lay the blame entirely on the unfortunate headmaster we should at least contemplate the massively contradictory demands our society places on the education system and the impossibility of actually fulfilling them. Equality of opportunity is only one of many aims that is sacrificed as soon as others, like examination success or career advancement are pursued too vigorously. This brings us quite naturally to Burgess's account of the Newsom group.

The Newsom pupils at Bishop McGregor School are those who have been rejected by the system: it is a special provision. Despite this "specialness" the pupils inhabit the parts of the school that no one else wants; they have teachers whose main interest and responsibility is elsewhere and they have little or no equipment. They are the pupils to whom the notions of "equality of opportunity" and "family" do not apply.

This is not a strident complaining book. It is a calm, quiet account of how a school works and what actually happens.

Colin Lacey

China's punks – from a superb collection of photographs by Liu Heung Shing of a society emerging from oppression. China After Mao: 'Seek Truth From Facts' will be published by Penguin on April 26.

Map reference

The World Atlas of Revolutions. By Andrew Wheatcroft.
Hamish Hamilton £12.95. 0 241 10993 0. £7.95. 11 023 8.

Which shelf should this book go on? Is it geography, history or politics? For adults or children? In some ways this ambiguity is welcome; nothing shakes the trees into the context of the woods and produces sudden enlightenments quite like a good cross-disciplinary study. In this case anyway it can just go on the shelf marked Large Books with the other glossies, but in the interests of sales it might have been as well to make it clearer just what market is aimed at.

There's a certain lack of precision too in the subject matter. It turns out that only modern revolutions are included, so we can forget about Helot risings, Jewish risings, peasants' revolts, in fact everything before the American War of Independence, which Andrew Wheatcroft believes "was the first revolution of the western world", though his sub-title "The World Turned Upside Down" has an honourable earlier provenance.

After 1776 revolutions come thick and fast, but then all kinds of events are included as revolutions, from the Indian Mutiny and the unification of Italy, to Nazi Germany, Vietnam, Cyprus and the civil rights movement in the United States. What is a revolution? we're left to wonder. Apparently not necessarily rapid change, not necessarily successful, or violent, not necessarily a social overturning. Back in the preface we find that Mr Wheatcroft has abdicated the responsibility for telling us, referring us "for a full discussion of what is and what is not a revolution" to his bibliography.

Perhaps it's unfair to carp that his bibliography doesn't even include Hannah Arendt. For although there is as much text and illustration (including some compelling photographs) as cartography, after all this is an "Atlas", whose purpose is to inform as much through the immediacy and simultaneity of maps as through the printed word. With limited colour but a variety of symbols the cartographer has produced clear informative maps, including town plans such as the one of Petrograd which comes dramatically with a timetable of events from October 24–26 1917, as well as larger scale maps. Each topic begins with a locating map blocking in the area under study in colour in its continent.

Apart from fascinating map addicts (and there are a lot of us about), this is a book for supplementary rather than initial study of a topic. Thinking in configurations rather than sequentially step by step is a useful skill; the maps certainly do provide an additional perspective, and if they encourage more schematic thinking too, so much the better.

Jessica Saraga

Anti-misogynism

The Book of the City of Ladies. By Christine de Pizan.
Picador £8.95 0 330 28324 3 £2.95. 28173 9.

Although the publicity angle, or "selling slant" of Christine de Pizan's *Book of the City of Ladies* concentrates wholly on its status as a medieval feminist tract by possibly the "first professional writer", there is no reason to believe that this is an adequate, or helpful, description of it.

Courtly tracts, though written by men and dealing with men's behaviour to and relationships with women, were a firmly established tradition. The vernacular had, in France, become an acceptable vehicle for literary expression. Humanism was an emergent preoccupation: almost exactly contemporaneous with the *Book of the City of Ladies* is Bruni's *Dialogi Petrum Histrum* (which deals with the question of justice and of political and moral rectitude) although at this time, admittedly, humanistic writings were less common in France than in Italy.

Christine de Pizan's tract follows conventional lines: the use of allegory (the appearance of the Ladies Reason, Rectitude and Justice are reminiscent of the Lady Philosophy's appearance to Boethius in his *Consolation of Philosophy*), the lengthy listings and invocations of *exempla* and *auctoritas* (with Bocccaccio a hot favourite); the use of etymology as *topos*; and the question/answer form which structures the book's development.

Words such as "feminism" have little semantic value when applied to the fifteenth century. *The Book of the City of Ladies* is anti-misogynist; it is radical in so far as it offers an alternative, ie woman's, history. And of course, the fact of its being written by a woman for women is an assertion of feminist awareness; it is, in modern terms, an exercise in consciousness-raising. However, the problem of the relationships between the sexes is unsatisfactorily resolved, at least in terms consistent with a modern liberal viewpoint. Christine advises women "not to scorn being subject to your husbands". Women are generally identified as being the wife or daughter of some particular man.

In a sense, however, the publishers may be right in appealing to a wider, extra-scholastic readership (the book has a print-run of over 12,000) in that feminism – or at least women's issues – has seeped into the general consciousness. And one need not be a scholar to appreciate Earl Jeffrey Richards's scrupulous and enlightening annotations.

Nigella Lawson

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CHILDREN'S LITERATURE

Horrors

Vampires, Werewolves and Phantoms of the Night. By Winifred Finlay. Illustrated by Kate Mellor.
Methuen £5.50 0 416 43040
The Haunting of Chas McGill and other stories. By Robert Westall.
Macmillan £6.95 0 333 34762 5
We're Coming for You, Jonathan. By Kenneth Ireland
Hodder and Stoughton £4.95 0 340 33377 4

Charles Dickens' nursemaid is said to have set the tone for her bed-time stories by clawing the air and shrieking. Spinechillers in print must rely instead on lurid dust-jackets and outstretched titles to startle the reader into tremulous expectancy.

Half the legends in Winifred Finlay's illustrated collection *Vampires, Werewolves and Phantoms of the Night* come from Scotland, Ireland and England. The remainder, in accordance with the book's sub-title "Demonic tales from other lands", tell of witchcraft in the Auvergne, warriors in Norway, human sacrifice on the Steppes, a vulpine stepmother in Poland, and the usual blood-letting around Transylvania. As one might infer from the colloquial abbreviation of "vampire" to "vamp" in the twenties, the ravages of the femme fatale outnumber all the other uncanny crimes put together.

The author does not specify (and there's no reason why she should, since this is fiction not folklore) how much is derived from hearsay and how much invented. In her sonorous old-fashioned way, she makes the most of her material, traditional or otherwise, as befits a former winner of the Edgar Allen Poe Award. Generally speaking, *the more vivid the location, the more tenuous the plot. Where topography and dates loom large*, not much happens. As visitors to the Grampians or the Lakes often discover, the supernatural rumours that enhance local colour tend to lack incident. Indeed, the career of the average werewolf, tapping vein after vein, is repetitive rather than eventful. Atmosphere is all, and this is conjured up by imagined power, wealth, grandeur. Thrones are usurped, fortunes squandered, castles haunted, blue blood preferred. Such emphasis on an aristocracy under threat suggests the forebodings of a bad conscience, the chronic insecurity of the rich who, daily gaining in health and strength at the expense of their subordinates suspect that, in sleep, they may be drained and depleted in their turn by the base and bestial: the biter bit; the huntsman a prey.

Robert Westall has little time for lords and less for ladies; his main characters are resolutely proletarian, yet he cannot dispense with ancestral vaults and listed buildings: the stones of history frequented by tormented souls. In the title story of *The Haunting of Chas McGill* (a robust, well-crafted miscellany that is rarely as crude as its cover), Nana takes charge of a converted mansion from which the residents have been evacuated, so, amid the blackout necessitated by the Second World War, her grandson meets a soldier who has deserted a battlefield of the First. An inherited villa harbours, amongst its antique furniture, a thought-parasite that devours memory. A ruined abbey appears twice: once, as the setting for an ill-fated concert at which Rachel encounters a bat with a human face; secondly, as a highlight of "A Night Out", the apotheosis of Geronimo, superbiker and gangleader: an exuberant, hairy-chested tragi-comedy of would-be toughs, tenderly observed.

The chemical works that stand idle halfway through the book are derelict by the end. Experiences of past and present are ironically juxtaposed when a disillusioned youngster from a Job Creation Scheme steps back towards the labourers and craftsmen of his grandfather's generation. Conversely, the eighties have themselves become the Good Old Days for posterity when Martin is tricked into applying for "the biggest vacancy there is" and sees, too late, how the rebellious unemployed are disposed of, in Space.

The rules that govern spectral manifestations, and the useful palliatives of garlic and ash-stakes are wittily sent up, along with the Rumanian State Security Service, in "The Dracula Tour". What one misses, by contrast, in Kenneth Ireland's *We're Coming for You, Jonathan* is any sort of framework, ancient or modern, sober or satirical, which would make sense of sticky ends. Random objects ooze malice; nice people turn nasty; smilers have knives; trusted guides lead you *astray so that you trip into wells or in front of cars or over corpses*; all for no apparent reason. In consequence, the violent plants that capture Jonathan are far less creepy than the decorous flowers that alarmed Alice during her travels through the Looking Glass. Few would deny that motiveless malignity and unsolved mysteries have their place in fantasy, but here they occur by default. Promising ideas have been served up hastily, in an inchoate state, with predictably banale, schematic and insubstantial results. Children in the middle age range, for whom I suppose these adventures are intended, deserve better.

Marion Glastonbury

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First published in 1916, Arthur Ransome's *Old Peter's Russian Tales* is reissued by Cape in the author's centenary year with illustrations by Faith Jaques (£6.95). This one is from "The Three Men of Power" where Sunrise has a contretemps with a little old man "one yard high, with a beard seven yards long". Best known for his *Swallows and Amazons* books, Ransome was, nevertheless, an avid collector of fairy stories and spent some years in pre-Revolutionary Russia. Hugh Brogan's new biography of this author was reviewed in *The TES* of January 27.

English revolution

Reactions to the English Civil War 1642–1649. Edited by J Morrill.
Macmillan £14.00. £5.95. 0 333 27565 9
The English Republic 1649–1660. By Toby Barnard.
Longman Seminar Studies in History £1.80.
0 582 35231 2

The Civil War and Interregnum lasted less than two decades but continue to attract historians. John Morrill's Introduction criticizes some of the inconclusive sociological interpretations of the Revolution and reverts to a more traditional emphasis on religious disputes. His chapter on the Church shows that Anglicanism was now inherently strong enough to survive persecution. Parliament's decrees aimed at establishing a new national church were ineffectual – hardly surprising given that a wall had to be built in Exeter Cathedral to separate rival Presbyterian and Independent congregations.

The Church's resistance to minority attack reflected the general experience: Anthony Fletcher's "The Coming of War" shows that almost every county was involved in the 1643 campaign, yet the running was often made by a minority of activists. Among the complexities of municipal politics as described by Roger Howell, self-preservation stood out: Worcester, for instance, was hostile to royal and parliamentary forces alike. The importance of local resistance is stressed in Ronald Hutton's discussion of the Royalists' war-effort which argues that loyal cooperation with their demands would have been suicidal.

Not that Parliament was any improvement – as Donald Pennington remarks in "The War and the People", Pym's creation of a money-raising machinery that made all the exactions of the 1630s look trivial was the greatest governmental achievement of the war. This theme is developed in Robert Ashton's ("From Cavalier to Roundhead Tyranny" which deftly summarizes the persistence and intensification of rates, monopolies, forced loans, billeting, and martial law. One of the chief factors leading to war had been a conservative reaction against the centralizing innovations of royal government.

Yet Parliament's County Committees were also unacceptable: the connexion was soon between revolutionary illegality and rule by the low-born. Selden's far-sighted argument (expounded by Richard Tuck), that there were no immemorial rights either of king or people and that the contractual obligation applied to both, lost its force when monarchy – in the limited version of 1641– came, ironically, to stand for the rights of the individual. Mark Kishlansky shows that Parliamentary corruption forced even army politicians to modify their creed (all Englishmen had birthrights, public good must take precedence over private interest, the authority of civil government resided in Parliament) and distinguish between factious individuals and the institution itself. This book is an excellent addition to the series.

Toby Barnard admirably combines his series' pattern of descriptive analysis, assessment, and documentary extracts, to cover the period 1649–1660. He reiterates that "Parliament by 1645 ruled more tightly, arbitrarily, and expensively than Charles I had ever done". The Rump Parliament was unique in its powers, tasks, and expertise yet it failed both to enact necessary legal and religious reforms and to solve its financial problems. Cromwell therefore substituted first the godly rule of the Barebones Parliament and then his own Protectorate based on the Instrument of Government which "subscribed to the current orthodoxy of the sovereign people, but . . . treated the people as too fickle as yet to be allowed the free exercise of their sovereignty". Indeed, the standing forces now numbered over 57,000 – very large by contemporary standards.

War became an instrument of policy abroad; at home the army backed up the commission of the peace, revived in the 1650s to run county affairs. The net effect (notably high taxes, centralization, and an exclusive governing clique) was reminiscent of the Stuart monarchy only worse because more efficient. In the short term the Revolution damaged the cause of political change by associating it with treason, disorder, and military tyranny. Dr Barnard explains how and why with first-rate clarity and concision.

Lindsay Boynton

Feast of morals

In The Writing On The Wall (Methuen £4.50), Leon Garfield has again taken a biblical episode and re-shaped it to his pen. Belshazzar's feast (Daniel chapter 5) is a story of excessive greed and pride, and the simple, rhythmic repetition in *King Nimrod's Tower* has given way to the extravagant description, inventive simile, and sharp, witty dialogue that Garfield writes so well. As before, all is seen through the eyes of a child: while Belshazzar is condemned for daring to place himself above the Lord, Sam the kitchen boy, unchallenged, pours out cream for Mordecai the starving cat, using one of the very bowls the King had taken from the temple for his feast.

Michael Bragg's illustrations are as impressive as ever, splendidly powerful compositions in the style of Breughel, huge in conception, immaculate in detail. The bustle and commotion of the feast in progress, the contrasting slow procession of great ornamented idols, the blood-red strawberry-piled dishes set against the cool purity of the holy gold and silver vessels, all are beautifully portrayed in fittingly sumptuous tones. The solemn dignity of the visual tour de force complements the lighter narrative touch in a perfect combination of writing and illustrative talents.

Tessa Rose Chester

History games

History in Action: England in the Middle Ages. By Chris Jordan and Tim Wood.
John Murray £2.25. 0 7195 3955 2.
Teachers edition £3.50. 4095 X.
Medieval Military Dress 1066–1500. By Christopher Rothero.
Blandford £4.95. 0 7137 0933 2.

History in Action, it says; and indeed there is much to keep children around the 11 to 14 mark gamefully employed. Just possibly after playing villeins one week, apprentices the next and friars the third, your class will yearn for straight tales of kings and battles long ago. Such themes are sternly ignored here, for this is severely social and economic: no castle-building fun, no chance to identify with King John and solve his little problems, no opportunity even to be a successful lord of the manor. But this is a lively approach by way of all the approved skills to "a sample of the life styles and problems of people in particular periods, and in particular environments". Imaginary environments, true; but realized in detail and peopled with credible characters, backed up by reliable written and pictorial evidence.

Teacher is allowed and advised (in the notes added to the teachers' edition) to fill the many gaps and follow up the many themes barely touched on; if the class have time, that is, after building their houses, baking their bread and designing their open field.

But if you hanker after the clash of arms and the glamour of heraldry, you might well turn to the characters wearing *Medieval Military Dress*. Each of Christopher Rothero's 86 boldly painted figures is soundly based on what evidence there is; but as he explains in a concise essay there are many difficulties in interpreting the scantly clues. This is simply a reference book; you must reconstruct your own social setting and devise your own action story to fit William Mareschal (more usually Marshall; Rothero's spelling is a bit fanciful), Roger de Trumpington, or the anonymous archer, billman and bowman of 1415.

Tom Corfe

Fossil fare

The Prehistoric Age.
OBR Educational £3.50. 0 85112 632 4.

Reading this book is rather like browsing in a museum, moving from one exhibit to the next, absorbing information in little parcels of knowledge, reaching the exit without fully comprehending the whole. Apart from two or three paragraphs of introductory text, it is basically an album of excellent paintings and photographs in brilliant colour, accompanied by captions of about 50 words.

The authors, from the Department of Palaeontology at the British Museum (Natural History), make few concessions in their authoritative text to the language of the classroom. As a souvenir of a visit to their museum it could hardly be bettered at the price, but the publishers betray a singular ignorance of the classroom when they claim that the text is "non-technical" and that as an example of its value "at both primary and secondary level . . . it can be used as a comprehensive work of reference in the identification of fossils".

For one thing there is no index, nor is there a glossary explaining difficult terms, such as those in the "non-technical" caption, "Irregular echinoids such as *Clypeus* have a two-sided symmetry impressed on their five-rayed symmetry. The mouth is central or towards the edge of the underside. The anus is outside the apical disc, somewhere between it and the mouth: in *Clypeus*, from the Middle Jurassic of Gloucester, the anus is in a groove in the upper surface."

Philip Sauvain

RESOURCES

The recent announcement of the second, and much larger, batch of local authorities to run pilot schemes under the Government's Technical and Vocational Education Initiative is likely to cause a rush of orders for Britain's microcomputer and instructional technology makers.

One of the most visible aspects of TVEI, which is designed to give 14 to 18-year-olds of all abilities a more practically-based curriculum, is the large quantity of new hardware that has poured into the participating schools and colleges.

Like the Micros in Schools scheme, the money has come not from the education budget but from another Government department – in this case the wealthy Manpower Services Commission, which up till now has not been directly involved in schools.

TVEI pilot schemes, each worth about £500,000 a year for five years, began in 14 local authorities – Barnsley, Bedfordshire, Birmingham, Bradford, Clwyd, Devon, Enfield, Hereford and Worcester, Hertfordshire, Leicestershire, Sandwell, Staffordshire, Wigan and Wirral – last September. A further 46 will join the scheme this year.

The schemes vary considerably from area to area and involve anything from two schools to 10. Some, such as Hertfordshire, have concentrated on introducing children to new technology. By contrast the Devon approach involves taking the children into the community to a much greater extent. But in all of them there is an emphasis on micros, which have been purchased in large quantities. Almost all TVEI schools can boast more than a dozen machines, and one school in Barnsley now has 40.

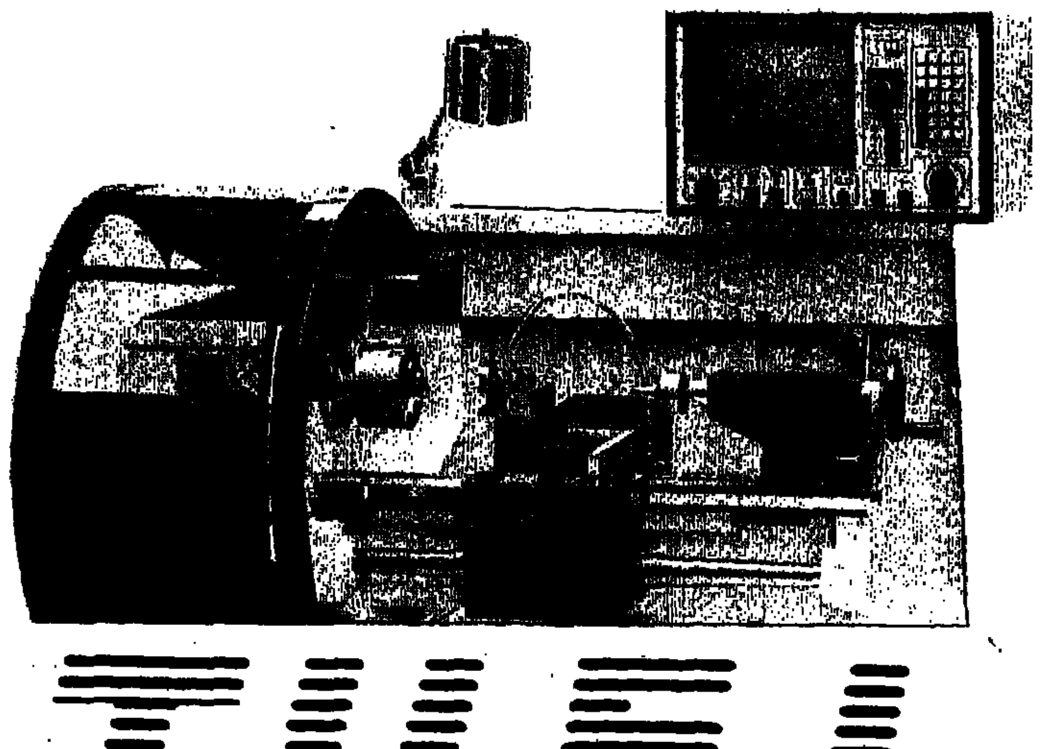
One of the most ambitious schemes is in Clwyd, which is turning a former castle into a technical and vocational centre to which children will travel. In addition to micros and basic robotics equipment (which along with pneumatics is a common part of TVEI technology courses), they will be setting up a communications area to study satellite data, and will display optical fibre equipment to demonstrate the development of communications technology. They are also buying a colour television demonstrator, good quality spectrum analyser, and a computer aided design facility.

But not all the new hardware is in the field of wordprocessors and electronic control devices. Several TVEI schemes include a catering option, that may entail buying professional catering equipment.

The expansion of conventional motor vehicle maintenance or drama courses has meant extra purchasing, sometimes to cope with larger numbers, sometimes to introduce equipment more suitable for a younger age group.

The first round of TVEI was put together in a rush, and there have been claims in some areas that not enough thought went into choosing the most appropriate items. There have also been complaints that too much money has gone on hardware – an easy way of selling TVEI to a sceptical school system – and not nearly enough on staff development. At the outset some teachers and pupils saw TVEI simply in terms of the extras that the MSC could afford rather than as a radical attempt to rethink the whole secondary curriculum and teaching methods.

Philip Venning



T.V.E.I.

Here and on the next page we begin a two-week survey of courses, equipment and instruction technology available to local authorities under the Government's Technical and Vocational Education Initiative

Roy Pickup describes courses, teaching equipment, furniture and machinery for technology:

The decision to extend the Technical and Vocational Education Initiative (TVEI) to 46 more local education authorities will mean a rapid expansion of technology in schools and colleges. Most of the authorities chosen for the MSC's extension of the scheme have made the decision to provide structured examination courses in technology as part of their curriculum proposal.

The MSC criteria required l.e.a.s to submit good, innovatory, cohesive and cost-effective schemes for technical and vocational education. The proposals were to be pilot schemes for pupils age 14–18 years across the whole ability range. There is a requirement for new courses and new styles of teaching and learning. Students involved in TVEI will need to acquire knowledge, skills and attitudes which are of direct use to anyone seeking employment in technology and manufacturing.

The new courses included in the TVEI schemes will give pupils experience in practical problem solving. They will be required to use initiative and resourcefulness. The ability to adapt to change is also essential for young people entering a world of work. Technology courses have often been chosen as part of a TVEI scheme to prepare pupils for the new industries based on microelectronics and manufacturing technology, seen as essential components of economic growth.

Proposals have been able to include technology because the examination courses are available at 16+ and 18+, and teaching materials and equipment are also readily available. Technology examination courses for CSE and GCE O level have been successful in many schools because they adopt a structured approach, often in a modular form. Examples of these are the Schools Council Projects, modular courses in Technology and Control Technology. Textbooks, work-books, teachers' guides, and kits of hardware like Meccano, Fischertechnic and electronics and pneumatics equipment are available for l.e.a.s to purchase quickly from firms like Economatics Ltd.

The MSC criteria demand that TVEI schemes should be ready for use in September 1984. Technology courses like the Cambridge Local Examination Syndicate GCE O level and A level are established and well tried, with supportive teaching materials. The number of candidates at O level in Technology is rising and there is a steady increase of A level candidates. The examination qualification has gained acceptability with many universities and polytechnics. The Cambridge A level Technology examination syllabus is extremely demanding and few institutions of higher education or employers could fail to be impressed by its depth and rigour. The design based A levels such as London University's Design and Technology and the Oxford University Design have gained a justified acceptability. Many l.e.a.s will also be including the AEB A level Electronics Systems as a post 16+ examination course for TVEI students. Most TVEI schemes that involve co-operation with colleges of further education for students post 16+ have included B/TEC courses in Mechanical and Electrical/Electronic Engineering.

The examination courses for pupils at 16+ in Technology often include a modular structured course. Pupils could study areas such as electronics, pneumatics and mechanisms in their fourth year of secondary education. Most O level and CSE courses in Technology require the candidates to produce a practical project for assessment. In their recommendations for a framework of a common system of examining at 16+ the Joint Council has recommended three examinations in the craft, design and technology area: CDT – Design and Realization; CDT – Technology; CDT – Design and Communication.

A draft syllabus, scheme of examination and specimen papers for Technology recently became available from the London examinations consortium of East Anglian Examinations Board, London Regional Examination Board and the University of London, University Entrance and School Examination Council.

L.e.a.s who are offering Technology as part of their TVEI scheme will probably have included Microelectronics and Control Applications in the cohesive technology programmes. It is essential that all their students have some experience of microelectronics and the use of the microcomputer to control such devices as vehicles, machines and robots. Graphic Communication is often included as an integrated course factor in the technology teaching programmes.

Some l.e.a.s who have submitted TVEI proposals which include Technology and Engineering courses have seen the need for manufacturing technology and the use of Computer Numerical Control (CNC) machine tools. With the use of these in schools there will be a need for new teaching materials and in-service training of teachers.

In the practical subjects, existing CSE courses have not provided the motivation for the less able pupil. Employees in manufacturing industry see very little value in a CSE grade 4 in Woodwork or Metalwork. TVEI schemes for low ability pupils have often included pre-vocational courses such as the City and Guilds of the London Institute, Foundation Level courses, perhaps in Engineering or Construction. Several new courses, specially designed for the Youth Training Scheme, are being introduced by City and Guilds.

Many authorities will be preparing Pupil Profiles and records of achievement for pupils on TVEI schemes beginning in September 1984. A working party of the School Technology Forum has already produced a paper on Transferable Skills and Pupil Profiles related to the area of technology.

A great deal of excellent teaching material and resources for school technology is available from the National Centre for School Technology, Trent Polytechnic, Burton Street, Nottingham NG1 4BU.

British School Technology is a nationwide programme of dissemination of teaching materials and ideas for structured courses up to O level and A level GCE. They have received a grant from the Industry/Education Unit, Department of Trade and Industry to provide a programme of in-service education for teachers.

A team of experienced teachers will provide ideas for modular courses in Technology and Control Technology and A level Technology. There is little doubt that the British School Technology in-service courses will be particularly relevant to TVEI.

Technology courses, involving the new technologies, require large quantities of expensive equipment which prior to TVEI were only available in a few authorities. In recent months a number of commercial firms, often in consultation with the National Centre for School Technology, have developed a range of impressive teaching materials and equipment.

Firms like Economatics (Education) Ltd, Flamefast Ltd and British Thornton Ltd have worked closely with authorities such as Bedfordshire and Hertfordshire to produce hardware and furniture that can be used to establish, for example, modular courses in Technology and Control Technology and to equip technology rooms and mobile workshops.

The dilemma faced by l.e.a.s who have had their TVEI schemes accepted by the MSC is that they must be ready to begin the four year curriculum programmes by September 1984. This means that technology courses need to start in the autumn term and rooms must be equipped and ready for use by September.

Some authorities have chosen a scheme which requires mobile technology and computer studies workshops. Many of these are modelled on the Bedfordshire Technology Buses. Whilst the mobile workshops are useful in large county authorities, most TVEI schemes involve re-modelling, renovating and equipping existing classrooms or workshops as new technology rooms. The MSC limited funds do not allow for more than minor building work in the majority of proposals.

The attraction of Flamefast Technology benches is their mobile modular construction which would enable a technology room to be in operation within hours of delivery. The Flamefast Technology system plugs straight into a 13 amp socket providing mobile or fixed, two or four position, work stations. Not only can the technology room be operational immediately, but it saves local authorities having to spend valuable MSC money on expensive electrical installations. The Flamefast Technology bench system consists of a power module bench connected to four standard module benches.

All the module benches have three twin 240 volt AC outlets. They also have a pair of DC terminals with variable 6, 9 and 12 volt DC outlets. Earth Leakage Circuit Breaker (ELCB) current protection is provided to all module benches. Thermal overload is another safety feature of the Flamefast benches. The power module bench contains an air compressor which supplies compressed air to twin pneumatic outlets on each bench.

The Flamefast Technology system can be used as a wall suite of one power module and up to four standard bench modules or as island suites or peninsular suites. The sturdy "wipe down" faced work surfaces can be used for microelectronics, electronics, mechanisms, structures or pneumatics courses. A display system can be attached to the back of Flamefast benches to carry pneumatic work boards.

Purpose built pneumatic teaching boards are available from Vents Solenoids Ltd. Their range is for the Pneumatics Module of O level Technology. Several hydraulic boards are also available and several of the cir-

continue

CLASSROOM TESTED BBC SOFTWARE
Resistor (32K). Tuition and practice in identifying resistances by colour code, followed by a game requiring accurate selection .... £4.95 (Cassette)
Logic (32K). Presentation with testing, of symbols for logic gates and truth tables. A second Program permits circuits to be constructed on the screen and operated. Ideal for demonstrating half-adders, flip-flops, etc. The documentation provides complete instructions .... £7.95 (Cassette)
Further details of software on cassette and disc will be sent with order. Alternatively send a SAE to:
RJE (874)

continued

cuits can be interfaced with the microcomputer.

Flamefast Technology benches can be used as microelectronics work stations. At the back of the bench is a shelf to support a monitor for a microcomputer system. Several authorities have used the technology benches in mobile technology buses or mobile computer studies units.

Specially designed four position electronics work stations are equipped with 12–24 volt AC outlets for soldering irons and additional work surfaces for VDU or oscilloscope. The multi-function design of the Flamefast Technology benches offers an attractive system for TVEI authorities to set up technology rooms or buses.

British Thornton Ltd also provide an excellent range of benches suitable for equipping TVEI technology workshops. For many years British Thornton have made first-class drawing tables, which are suitable for the Graphic Communication elements of TVEI courses. British Thornton have recently introduced a computer aided graphics system called "COMPAS 2D" which operates with the BBC model B microcomputer, single disc drive and Microvitech colour monitor. COMPAS 2D consists of operating software (floppy disc and addition memory chip), DT 1000 A3 size digitizer tablet and MP 1000 six pen A3 flatbed plotter. The system is ideal for teaching computer aided graphics to TVEI students.

British Thornton Ltd also sell a range of technology tables and tray storage units which are suitable for work stations and the storage of small components for electronics, mechanism and structures courses. These tables can be used for graphic communications courses as well as technology structured courses.

Economatics (Education) Ltd sell not only the text books and work books for structured technology courses, but also the hardware kits. Fischertechnic and Meccano kits are available for mechanisms courses in both modular courses in Technology and Control Technology.

Electronic components kits and pneumatic components are available from Economatics for the Electronics and Pneumatics modules. Electrical switching equipment and electronic components mounted on plastic trunking are sold in the Danum-Trent Kits for Control Technology.

Many TVEI authorities will be thinking about including Computer Numerical Control (CNC) work as part of the manufacturing technology work in their technology or engineering courses. Several CNC lathes are now available for training purposes. Boxford Ltd, who have been making reliable, sturdy, well-designed metal working lathes for many years, have recently introduced a CNC training lathe (the Boxford MCL) and an advanced CNC lathe (the Boxford ACL). The MCL training lathe is controlled by a Sharp microcomputer, but Boxfords are soon to introduce the software for control by the BBC model B micro.

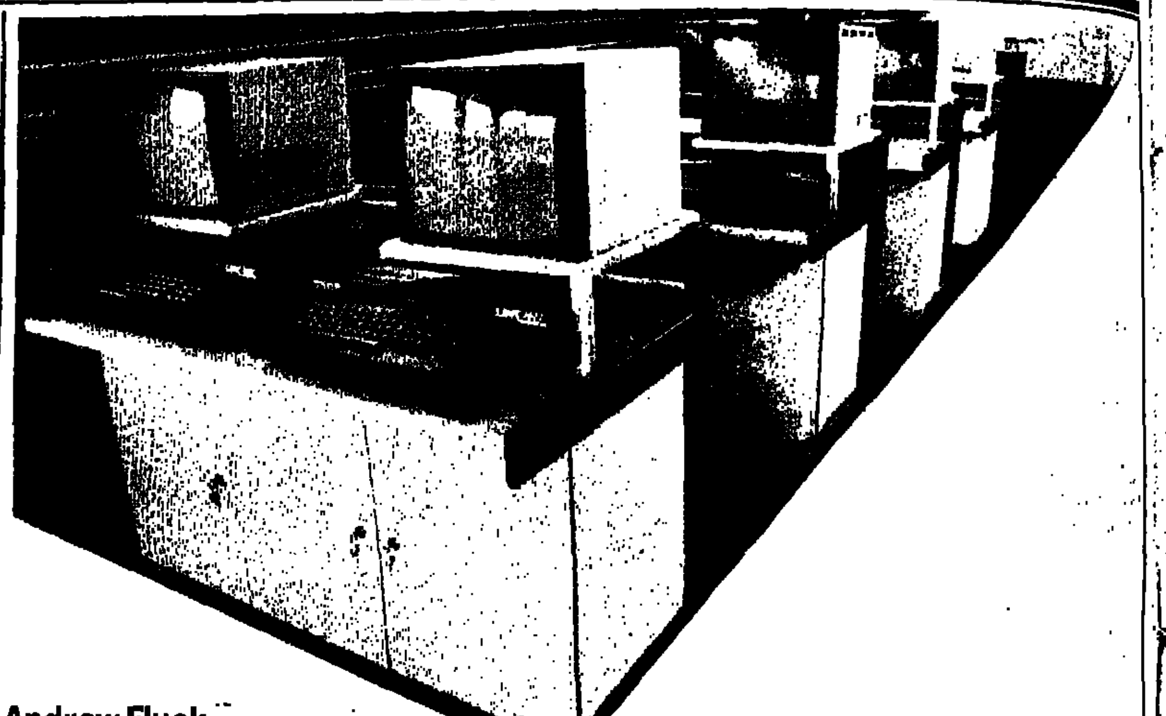
Although the Boxford ACL lathe is really a production machine it is a very impressive CNC machine tool for TVEI courses. Both CNC lathes have their own high resolution 12 inch visual display unit and operate with conversational ISO programming systems.

Another 46 l.e.a.s will soon be ordering equipment and establishing technology rooms and engineering workshops ready to commence TVEI programmes in September 1984. In the near future there are still some hurdles to jump. One of these is the need to establish with examination boards suitable examination syllabuses which include technological areas of work such as manufacturing technology, CNC machine practice, microelectronics and control applications and robotics. Many authorities will also need to think seriously about the provision of introductory or "taster" courses on technology. Teachers in the London area have already produced a structured technology course for the early years of secondary education. This is called Capital Region's Technology Capability syllabus.

Equipment suppliers:
Flamefast Ltd, Pendlebury Industrial Estate, Manchester M27 1FG. Telephone 061-793 9333.
British Thornton Ltd, PO Box 3, Wythenshawe, Manchester M22 4SS. Telephone: 061-998 1311.
Economatics (Education) Ltd, 4 Orgreave Crescent, Dore House Industrial Estate, Handsworth, Sheffield S13 9NQ. Telephone: 0742 690801.
Boxford Ltd, Wheatly, Halifax, West Yorkshire HX3 5AF.
The National Centre for School Technology, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Telephone: 0602 418248.

Roy Pickup is Inspector for Craft, Design and Technology with the London Borough of Croydon.

T.V.E.I. The involvement of Clwyd in TVEI has enabled practical video work to develop. Ysgol Emrys ap Iwan at Abergele is one of the designated schools that has been given increased capitation for the latest equipment. It offers a modular scheme to all fourth and fifth year pupils, including a television course. As well as being equipped with a television studio, the course receives professional help from HTV.
See Video & Film Extra in last week's *TES*.



Andrew Fluck looks at equipment for business and computer studies

T.V.E.I.

With the sudden injection of cash into schools expected at the start of TVEI, it is important for us all to weigh our priorities and needs. Assessing our priorities we would like to look at the context students will move into. Most proposed schemes will concentrate on basis business techniques and high technology or computer based methods. In Milton Keynes we have the Diploma in Microcomputer Applications, which teaches the fundementals of wordprocessing, databases, spreadsheets, accounts viewdata etc. Other courses are similar in their demands to practical work in the school. The environment of the modern office encompasses a whole range of information storage, accessing and presentation techniques, and we would want our students to be familiar with the most widely used and important of these.

The most prevalent pieces of technology in the office must be those dealing with document copying. From use of the gestetner, it is a short step to reprographics using spirit duplicators, offset litho and photographic copiers. Some of this equipment may be part of the school stock, and we only need to organize a time when students can have access. It is important that academic and administrative use be coordinated with consideration which applies also to the use of another important medium of communication – the telephone switchboard.

Training on a switchboard is essential for an understanding of the crucial role it can play in a firm. The basic procedures can be taught on even a plug or manual switch version, and there must be many of these being given away as the electronics move in. There might also be a call for British Telecom to introduce cheap trainers for their modern exchanges (like the Monarch) into schools.

Combining the spoken and written word, we are finding various forms of dictaphones in commercial use, but rarely in schools. Audio-typing from desk-based or pocket recorders is increasingly popular, and it should be easy for educational establishments to provide training or experience of their use. There may be a call here for the Microwriter, which is becoming the executive's new form of thumb twiddling on the commuter train.

Practice sets of up to four Microwriters can be obtained to plug into the BBC micro, together with some adventurous programs which teach the keying method.

It is unlikely that schools will be able to produce their own microfilm, but I should expect microfiche readers in the library. If the librarian can be persuaded to transfer some of the periodical subscriptions to the new format, there might not only be more space on the shelves, but this would give ample material on which to practise using the reader.

The entire province of information handling is fast being taken over by computers. And it is on this topic that the remainder of this article will concentrate. In the business studies class tasks undertaken by the computer can range from keyboard practice and tuition, through simple filing systems towards business games, spectacular accounting and predicted cash flow illustrations. In the realm of written communication, the art of a good typist is fast being aided by wordprocessing, while many large company groups are beginning to share information in private viewdata networks.

How can the business studies teacher hope to keep up with this influx? It can be easy. Order any good school micro with a disc drive, and you will generally be able to obtain reasonable software for all the operations I have mentioned. However, if you really need to give your students an effective training in the use of information processors, you probably need a Network.

You can, in an office, use a computer for a single simple function, and get away with using a tape recorder to store the programs or data. But in a teaching situation, everyone needs to be using the same program, sharing the same data files, and changing to a new program again at the touch of a button. Without a central disc unit, or at least a shared printer, life can be impossible.

There are many approaches to this problem. Starting with the inexpensive (about £50), you could get a copy of MACE from the West Midland RIC of MEP, and connect that 380Z to your 480Z or BBC micros. This is a very effective way of sharing disc space and with their Network 5 version, is brilliant for the common use of a printer.

We have adopted MACE as a general purpose network within the computer laboratory for the use of computer science students. Why only for program writers? Because MACE has one big drawback. It cannot manage standard data files – just programs. So in the office studies context, we could load all the terminals with a spreadsheet program, but we could not save the spreadsheet on disc for use the next week. Since the silicon office relies upon the efficient storage and retrieval of information this is a major drawback.

From this simple approach, you have to move to a standard network using one of the microcomputers commonly found in schools. The reported Spectrum network has not had time to make sufficient impact on the market, but both the RML Chain and Acorn Econet have been around for about a year. Both of these are competent and highly useful in the computing laboratory or commercial studies teaching environment. Both allow the sharing of disc files, and of a printer.

At Stantonbury, we have been using Econet level 2 with a System 5 fileserver. This is admittedly, the more expensive version of Econet, but I understand that level 2 on the 6502 second processor works in exactly the same way. The commercial programs for all the major aspects of industrial and business data processing are available and run perfectly happily on the network.

We have the following fully functional: keyboard training, accounts, stock control, databases, wordprocessing, spreadsheets, and a viewdata package with local and Prestel connexions. Each of these will work very adequately on a stand-alone BBC B micro when students wish to take machines home at the weekend for practice. The network fileserver handles all the data files, but we can change filing systems quite easily to use tape or disc.

Our network spreads throughout our central resources complex, and is being wired across the whole campus. We can expect to accommodate over 20 terminals working all day long as the end of summer approaches. While a group of students uses the software for study, another group can be playing adventure games to improve their language skills. We are expecting to add a Scorpio or Winchester disc to the network to provide much more storage space, and we will be able to add over 200 more terminals to the existing wiring.

Other schools in the area of Milton Keynes have been using the Chain network, with a 380Z fileserver and 480Z terminals. They are limited to 16 terminals, but seem to manage adequately. Without BASIC in ROM the network is slow to start and is about 50 per cent more expensive to obtain than Econet, for roughly equivalent facilities.

Software is also much more expensive, but the CP/M compatibility can bring the classroom very much closer to those offices outside the school gate. For instance, a student who can demonstrate total familiarity with Wordstar has a great potential for employment. So has a student who understands the principles involved, and has used a wordprocessor. One difficulty with the RML set-up is that programs that work over the network do not necessarily convert to stand-alone use on the 480Z. There is this problem with Multiplan, the spreadsheet program, and with the wordprocessing programs like WORD and TXED, though obviously work on these is proceeding.

Beyond networks, what are the alternatives? Well, with stand-alone computers you can do quite well. At about £700 per machine for BBCs with individual disc drives, it would stay cost effective to buy up to seven sets before the networks really become cheaper. One teacher is seriously thinking of requesting Torch computers for his business studies TVEI students. These are at the top end of performance and price, and are very much at the cutting edge of the technology installed in British commercial organizations.

Andrew Fluck is Head of Computing at Stantonbury Campus, which is one of several schools using a course devised by the Milton Keynes Industry Education Liaison Committee. A joint initiative between schools and local industry, the course aims to provide instruction in microcomputer operation and the use of business software such as financial spreadsheets.

Next week

TVEI: continuing our survey of technical and vocational equipment. Paul McGee looks at resources for information technology.

briefings radio & tv

For schools

DOCUMENTARY RE-RUN
(Monday, 11.00 ITV)
"Nine Miles High in a Hot Air Balloon" is the first of three documentaries about people who embark upon dangerous missions.

SCOTLAND THIS CENTURY
(Monday, 13.38 BBC2)
A selection of archive film gives a view of Scotland earlier this century. "A Century of Film", this week, includes newsreel of Laurel and Hardy's visit to Edinburgh in 1930 and "Sunny Days", a film made to raise money to provide holiday camps for poor Glasgow children.

THE MUSIC ARCADE
(Mon, 14.40, Wed, 11.17 BBC2)
The versatility of the clarinet and other woodwind instruments is demonstrated for nine to eleven year olds. Percussion accompaniment is added to two songs and there is more help in reading music.

JAPAN: THE CROWDED ISLANDS
(Tuesday, 10.35 BBC2)
A visit to the Mazda car factory in Hiroshima introduces a programme for 13 to 16-year-olds on the links beween Japanese industry and family life.

Open university

COVENTRY: WHAT'S ANOTHER YEAR, REALLY?
(Sun, 07.40, Tues, 17.10 BBC1)
Two programmes looking at the choices facing school leavers.

THE COCKCROFT REPORT
(Thursday, 12.05 BBC1)
A repeat of the series on the Cockcroft committee, who looked into the state of mathematics in our schools.

Continuing education

PEOPLE OF THE ISLANDS
(Saturday, 20.30 C4)
A film to mark the centenary of the birth of the film-maker, Robert Flaherty, recalling his visit to the Eskimoes.

STREETWISE
(Sunday, early evening BBC1)
Sarah Kennedy gives hints on how to cope if attacked in the street. Explains that self-defence can be verbal, physical or just common sense. One simple "escape" technique is demonstrated in each of the eight programmes.

BETTER BADMINTON
(Thursday, 11.55 BBC2)
Mixed doubles is the most frequent type of badminton played. What are the special skills necessary? Jake Downey offers tips to beginners and club players.

MICRO-TECHNOLOGY FOR RELIGION & VALUES, 1984.
Computers & video material in religious education in schools and churches.
Religious/ethical implications of developments in micro-technology. Viewing materials. Opportunities to use computers; have instruction, produce own video films.
BRADFORD UNIVERSITY
24th/27th April, 1984.
Details from: CHRISTIAN EDUCATION MOVEMENT (TS) 2 Chester House, Pages Lane, London N10 1PR. (834)

Roller-coaster

Hugh David visits the BBC's SuperStore studio and discovers the latest product – the "roller-coaster"

CHILDREN'S TV
Saturday SuperStore
BBC1, Saturdays 9.00–12.15am.

Strangers to television production would be well advised to keep clear of Studio 7 at BBC Television Centre, at least on Saturday mornings. For on Saturday mornings the place is taken over by *SuperStore* and they would get totally the wrong idea. The live, largely unscripted show which fills BBC1 with a mixture of cartoons, pop videos, news, competitions, phone-ins and chat from 9.00 until 12.15 is just not like any other television programme.

Out on the studio floor even hardened professionals take a while to work out exactly what is going on. The whole place is hot, crowded and really rather noisy. In one corner 25 or 30 10-year-olds sit in what's called the Coffee Bar. Wedged in among them, presenters Mike Read and Sarah Greene laugh and joke. It comes as something of a shock to realise they're actually talking live to some six million viewers – their faces are on the monitor screens suspended from the roof and a microphone snoops just above their heads. Across the way John Craven shouts down a telephone line – "Hi, Reg? Can you hear me? What's the weather like in Florida?" – setting up an interview about the space shuttle for later in the programme.

Goldie the *Blue Peter* dog goes walkabout, dodging the cameras like a pro while Simon Groom, one of the morning's guests, answers phone-in questions. Spandau Ballet lead singer Tony Hadley, another guest, who's been leaning on my shoulder and whispering to someone suddenly borrows my pen to sign a few autographs. "Wotcher, mate!" *SuperStore*'s other presenter Keith Chegwin calls from his Warehouse set some twenty feet (but a mythical three floors) away . . .

A whole world away from the fraught tension which TV production usually generates, it's all very friendly, totally informal and totally relaxed: wraparound television. And not just in the studio; friendliness and informality ooze out of the screen for the home audience.

Intentionally so. Rather like breakfast television shows, *Saturday SuperStore*, son of the pioneering *Multi-Coloured Swap Shop*, and ITV's equally good *Saturday Show* are essentially rag-bags of prefabricated material. The cartoons – *Mighty Mouse* and *Commander McBragg* on *SuperStore*, *Tom and Jerry* on *The Saturday Show* – *could* go out on their own as self-contained programmes; the odds and ends of pop *could* end up on *Top of the Pops*, *Razzamatazz* or *The Tube*. They *could* (bits and pieces still might) . . . but current broadcasting thinking has it that their proper place, spaced by such "editorial" matter as the phone-ins, the competitions and ITV's Sporting Spotlight (fronted by a marvellously willing Jimmy Greaves) is in such "roller-coasters" as *SuperStore* and *The Saturday Show*.

Roller-coasters (offering opportunities for "seamless programming") are flavour of the month in broadcasting circles at the moment. David Hatch, Controller of Radio 4 has plans for them to cement the cracks between everything from the *Daily Service* to *Desert Island Discs* on weekday mornings. Children's ITV is already some of the way there with an on-screen presenter. Informality's the name of the game – with the quality of the link-man (or men) as the ace. Their easy, laid-back style is the only thing which gives the shows coherence.

Critics might carp at the inanity of much of what they say – it's no coincidence that many are or were radio disc-jockeys – but their style is precisely judged. Out of the chaos of the *SuperStore* studio, Mike Read, Sarah Greene and Cheggers, together with John Craven and sports man David Icke produce something very professional. "They're all marvellous", says the programme's editor Chris Bellinger. "They can go out there and enjoy themselves and communicate that enjoyment to the viewer. But it's not just that. They know they're working to children. Sometimes you'll get a rock star in for an interview and he'll forget, but you can see Mike pulling him back onto the straight and narrow. He never forgets".

Whether we really want our children to be leaping out of bed on Saturday mornings to watch Spandau Ballet and Tom and Jerry – or lying in, glued to the second set, as the BBC believe they do – is not really the point. For once, form is quite as important as content. The roller-coaster has arrived. Remember: you read it here first. And you can see it on a Saturday.

Leisure horizons

SCHOOLS RADIO
In Your Own Time
Radio 4, VHF
Thursdays 10.35–10.55.

Ballroom dancing, mountaineering, writing, dressing up. These were among the possible leisure activities featured in the first three programmes of *In Your Own Time*. The series is the first on schools radio specifically aimed at widening "leisure" horizons for teenagers.

The emphasis is on combating false or outmoded assumptions which might prejudice teenagers against many activities. Ballroom dancing is not like "Come Dancing", a 20-year-old convert explained. It is not "people of about 55 in awful lamé dresses". Another emphasis is on the achievability of the activities' goals. "We say we don't have any failures if they will try," said a ballroom teacher.

This segment, like many others, combined interviews, music and the tact and charm of the series' presenter, Peter Clayton, to excellent, persuasive effect. It "came down" to the teenagers' level, but without condescension.

Less successful have been the only two segments so far that have dealt with activities that might lead directly to a career.

In the second episode a 16-year-old explained how she broke into journalism by doing a week's "work experience" in the local paper during her holidays. She had the kind of confidence and initiative, unclouded by self-doubt or any imaginative grasp of possible failure, that tends to frighten and depress those not so endowed. It was hard to imagine, as she talked about arriving for her week's work experience already equipped with a story, that she was inspiring, rather than depressing still further, those soon to go on the job market.

Later in the same programme Peter Powell talked about how he became a DJ to Clive Amesbury, a 15-year-old who has his own hospital radio station. The segment seemed addressed to a handful of aspiring disc jockeys; already equipped with considerable know-how. The bulk of the three programmes, however, was well-thought-out, well-presented, entertaining and, one would hope, useful.

Frances Hill

High seas

CHILDREN'S TV
Jack Holborn
ITV Sundays 4.30 pm.

The television version of *Jack Holborn* may well send people rushing to read the book, mainly because it *must* be better. It is also different, but then the makers claim only that the serial is "based" on Leon Garfield's book.

It tells of the adventures of Jack, an eighteenth century orphan boy who becomes involved in piratical exploits on the way to discovering his true identity. There is plenty of action and at this the television version excels. If the truth be told, the real stars are the magnificent sailing vessels riding the high seas and clashing in battles between swashbucklers and representatives of His Majesty's Government.

On the human level things are less than satisfactory. At the centre of the action is young Jack, but his role is often a passive one. Patrick Bach does well, but he hasn't enough opportunities to take the initiative to be an action-hero, and as the television version puts emphasis on action at the expense of mystery, this leaves a gap. Encounters which depend on dialogue rather than grunts and groans are blighted by dubbing, this being a joint British and German production. The effect is wooden.

Heather Neill

Master of impression

by Michael Clarke

Tom Keating on Impressionism
Channel Four, Tuesdays 8.30 pm.

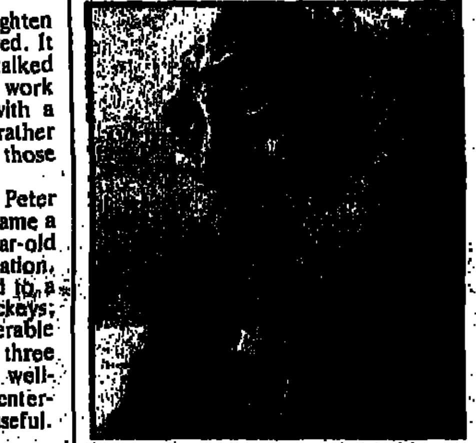
The gilt-framed credits that open each programme in Tom Keating's new and sadly final series ought to alert anyone familiar with the development of Impressionism that this is not for serious students of the subject. Innovatory in their technique, the Impressionists were among the first painters to adopt simple frames. But there are other oddities too; Van Gogh, who never exhibited with the group, is included while Degas, who did, is not, and dealing with a movement so dependent upon plein-air painting, is it not avoiding the issue to have Keating do all his demonstrations in the studio?

Faced with the enormous popularity of his earlier, similar series, reservations like these might seem over-fastidious, but it is very likely that most of those regular viewers were amateur artists seeking information and practical tips on how the great painters of the past achieved their effects. Keating undoubtedly has much to offer his audience and watching him build up the picture stroke by stroke is certainly a more concrete way of learning any technique than reading about it in a book. What troubles me about the series is the rather superficial level at which it is pitched.

Anyone since the Impressionists who has tried to paint a landscape out of doors will have recognized the peculiarities of atmospheric light, effects which are so much to do with geography and climate.

The atmosphere particular to Impressionism at its peak is the rather pearly, irridescent air of the north of France, especially the area around Paris, not the intense light of which Keating speaks. Monet and Renoir, like Van Gogh, found that much further south when both had already gone beyond Impressionism.

Nevertheless, despite these and other dubious aspects of the series, Keating, as before, comes over with great charm and dry humour. He notes that the thicker impasto of the Impressionists "is a very expensive form of painting" and comments on Manet's favourite model, Victorine, that her name "sounds like a brilliantine advert". He is also ironically self-effacing. In the supplementary programme, *Keating on Keating*, he answers the question "What is a genuine Tom Keating like?" with "Pretty awful!" If I were asked what makes these programmes compulsive viewing, I would have to reply, Keating. His admirers will miss him.



Tom Keating – master forger

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PILGRIMS SCHOOL ICAA
Pilgrims School, Firle Road, Seaford, Sussex
The Secretary for Schools, ICAA, 126 Buckingham Palace Road, London SW1W 9SB.

ENDPAGE

History's unique contribution

Sir Keith Joseph delivered this address at last weekend's Historical Association conference in London. The topic, "The value of history in the curriculum", was chosen by the association but, as he said, it was "a subject that I would have chosen myself."

It is no part of the responsibilities of the holder of my office to put forward a single model curriculum for all schools. But I am quite clear that we must arrive at a broadly agreed view of what should be offered to all pupils, and what should additionally be available to some. I am clear that history is an essential component in the curriculum of *all* pupils.

This view does not apply only to the upper end of the secondary age range. Of course history will appear in different forms in the curriculum according to the ages of pupils, just as those offering it should differentiate between their abilities. In the primary phase, for example, history is not taught as a separately time-tabled subject. But it should be present throughout the primary and secondary phases up to age 16: and this should be made explicit in any future statements of curricular objectives for the primary as well as for the secondary phase.

I stress this point because it is sometimes suggested that to secure that breadth in the curriculum, that nearly everyone thinks desirable, it would be enough to guarantee that each child studied a humanity; that geography, say, or economics might be substituted for history. Those other humanities bring their own unique perspectives and have their own distinctive role in preparing pupils for adult life and work. In their subject matter they may valuably interact with the subject matter of history. But they are not a substitute for history.

One can perhaps classify all subjects by the skills and competences which they foster. So, for example, the connexions which a child will encounter between historical events will be different in kind from those encountered in, say, science, where empirical evidence leads to conclusions which can be tested by controlled experiments or in mathematics where the steps in the argument do not depend on empirical evidence. At that level there are of course similarities between the humanities, which distinguish them from other subjects.

But on closer examination it becomes clear that

The knowledge, understanding and skills which the study of history can confer are of great value in themselves.

within the humanities, history's contribution is unique. This is brought out in the aims for the subject which the Joint Council of GCE and CSE Boards defined in their draft national criteria for history for the 16-plus examinations. In the study of history, and nowhere else, the chief objective is to enable pupils to gain some understanding of human activity in the past and its implications for the present. As part of that understanding they will be caused to think about continuity and change, similarity and differences, in a way and in a context quite different from their encounter with those concepts in other subjects, both within and outside the humanities.

The knowledge, understanding and skills which the study of history can confer are of great value in themselves. To acquire an interest in the past is itself a cultural acquisition which can enrich the whole of one's adult life. It can become an abiding pleasure and source of intellectual satisfaction.

In addition, history teaching can, for example, encourage young people to use their reason as well as their memories. It can develop skills of analysis and criticism in a situation in which there cannot be a provably right answer, by encouraging pupils to evaluate primary source material. That material is, of course, not limited to written documents, though there are many forms of those now available in libraries and in reproduction. It can include, for example, pictures, photographs and films; buildings and street names; and the memories of people who are still alive. So the skills acquired through the study of history can also enhance young people's use of language, numeracy, observation and communication with other people.

History is also indispensable to understanding the society we live in: to an awareness by pupils of the place of themselves, their families and communities in the developing story of the nation, a story which itself involves other nations and peoples. Our society, like many, is the product of centuries of change, and its history throws light on why things now are as they are. It is particularly salutary that pupils are brought to realize that the ideas and values, as well as the material conditions, which they take for granted, were acquired through processes which are often painful and difficult and that the institutions we most value were won at a price in human endeavour: a price that continues to be asked of each succeeding generation.

That is a beginning of an answer to the question "Why teach history in school?" What is not part of that answer, at any rate in my view, is that we wish to train all pupils to be historians. We do not teach history at school so that pupils can extend the frontiers of our knowledge and understanding of the past. I draw a distinction between the objectives of historical study and the objectives of teaching history in schools. Of course there is much that is common between the two. But the objectives of school history are wider and different.

The fact that pupils are not being trained to be historians itself entails certain difficulties. Let me raise just two of these. First, how far can we *expect children in school to develop a historically valid picture of the past?* How do the interesting stories about events and people from the past, which are rightly told to young children, condense into coherent views of men and societies as children move through their schooling? To what extent is a certain level of maturity and a certain level of knowledge of the world and of people a prerequisite for such a picture?

And secondly, how may history be selected and presented so as to enable pupils to form such a picture? There are no simple answers. There is certainly no single answer. But these are problems which must surely preoccupy you and which we shall need to consider in depth as we work towards a clarification of the objectives of history in the curriculum.

How, for example, can pupils be helped to make that crucial shift in viewpoint that enables them to look at the past with sympathetic understanding rather than with the incomprehension of anachronistic attitudes? Without that understanding as a first stage, history will appear to be at best concerned with the quaint transactions of unreal characters, and at worst either meaningless, or unrelievedly vile. For example, attitudes towards death or religion which were the normal response of rational men to the universe as it appeared to be are liable to be caricatured as incomprehensible superstition.

How difficult it is to think ourselves into a pre-Copernican moral world. But we somehow need to convey to pupils the fact that, without condoning their actions, we should not condemn intelligent, and even noble men who saw no contradiction between humanity towards their fellow men and the institution of slavery; or for whom liberty was a much less significant value than order.

To instil such an understanding is extraordinarily difficult. It has to be developed in different ways at different stages and with differentiation between pupils. But it should be deepened throughout a child's school career. It is, of course, in itself one of the reasons for learning history.

It is, I suggest, only when you have a reasonable degree of clarity about what you expect to achieve through teaching history in schools, and how you propose to achieve it, that you can move on to the question of what is to go into history syllabuses – what geographical areas should be included, what periods, should be covered, should a thematic approach be adopted, and so on.

One of the consequences of a clearer view of objectives will, I hope, be the elimination of what I have called clutter. By this I do not mean the removal of whole subjects. History, as I have made clear, is not clutter. What I would like to see removed are certain aspects of teaching history. Do we, for example, sometimes place too much emphasis on the accumulation of unrelated facts? Is there too much repetition of themes, especially for pupils in primary schools and the early secondary years? Do we fail to make the connexions which could be made between the content of syllabuses and pupils' own environment and experience? Is it not an essential part of history teaching to bring home to pupils the implications of what they are learning for life in British society today?

This takes us straight into a group of issues which the Secretary of State for Wales and I deliberately raised in our comments on the 16-plus draft criteria for history. We said there that "one of the aims of studying history is to understand the development of the shared values which are a distinctive feature of British society and culture and which continue to shape private attitudes and public policy".

Of course I recognize that values are shared only in a broad sense: we disagree among ourselves about much, and that is as it should be in an open society. And it is not only values that are broadly shared. There is, in our society, also much shared understanding and shared knowledge. But I maintain not only that it is valid to speak about shared values in that sense, but also that it is that commonality that defines us as a society. It is mercifully the case that almost all the people of this country subscribe, in general terms, to the value of liberty for the individual under the law, and believe that that liberty is least insecure in a parliamentary democracy.

It seems to me that any child who is not given an opportunity to learn how such attitudes have developed and become entrenched in our institutions will be deprived of one of the keys to understanding the society in which he lives. Society too, will thereby be the poorer. He will also be deprived of the opportunity to take a proper pride in what these institutions stand for, not an unthinking acceptance of all that led to their formation or an uncritical belief in their infallibility, but a recognition that others before our time struggled to make things better for their posterity, and that what has been bequeathed to us falls in turn to be improved for the benefit of our successors.

I therefore see an element of national – by which I emphatically do not mean nationalist – history as an inescapable part of any balanced school history course. For the child brought up in this country, British history has something to convey which cannot, however expert the teaching, be conveyed through Roman history or American history or Caribbean history.

But throughout time, invasions and military conflicts, political, religious or economic movements, as well as exploration and migration, all serve to entwine a particular nation's story with those of other peoples with different origins and cultures. As time passes, as the dust of successive multiple changes settles, the nation constantly emerging from the crucible is more complex, and often enriched and revitalized, and the study of its history becomes correspondingly more complex and more subtle.

Now I recognize that there is a need for very great sensitivity in matters such as this. The history teacher cannot and should not ignore the fact that his pupils may come from a variety of social, cultural and ethnic backgrounds. The problems which face teachers in this kind of situation exemplify a more general difficulty. The history teacher has to offer his pupils certain facts and to try to explain the relationship between them, and their significance.

His objective is not just to instil a knowledge of facts but to help pupils form a picture of the past which is consistent with the facts. But his pupils are not sophisticated historical researchers. Any picture they form is bound to be simplistic and to reflect their relative ignorance of the world. Since there are so many relevant facts, the teacher has to be highly selective in the facts that he presents to the pupils; and the interpretation of these facts which he offers to the pupils has to be appropriate to their knowledge, experience and understanding.

His job is to bring them to the point where they can begin to make their own interpretation of historical evidence, and to adjust and refine their picture of the past by taking account of an increasing amount of historical fact and evidence in a way which that evidence will bear. But as this process obliges the teacher to include some pieces of evidence, and exclude others, he plainly runs the risk that the pupils' picture may at any time be odd or disturbed. So the teacher's professional responsibility as a historian, to avoid bias both in the selection of the evidence and in its presentation and interpretation is particularly difficult to discharge.

For that difficulty arises not only from the immaturity of the pupils but from the nature of historical study. Much of the evidence is itself uncertain, incomplete or inconclusive. Yet it is up to the historian to suggest an interpretation of the evidence. He has to use judgment in making that interpretation. That judgment is bound to contain a subjective element. The significance which the historian attaches to particular pieces of evidence is bound to depend to some extent on how he sees the world – for example, on his beliefs about what motivates people's actions. So to an extent the historian brings to bear on his interpretation his personal philosophy, including his scale of values.

The history teacher ought to try to make it clear to his pupils why he favours a particular interpretation.

The nature of historical evidence permits a range of interpretation, though obviously not any interpretation whatever, because the interpretation has to stand up the question: does it satisfactorily account for all the relevant and available evidence, itself, let it be noted, an imprecise question. Subject to that important qualification variety in interpretation is not only legitimate – it is the stuff of history.

Since the history teacher is likely to favour one interpretation rather than another in any area of history to which he is introducing his pupils, what he teaches will not be objective in the sense in which, for example, what the physics teacher teaches about physics is objective. The history teacher ought therefore to try to make it clear to his pupils why he favours a particular interpretation and explain that other interpretations are permissible. He is most likely to be able to do that successfully with older and abler pupils.

This complicated interplay of evidence which is itself not certain and subjective interpretation gives history a specially valuable part in the development of an adult understanding. It helps pupils to understand that there is a range of questions – be they political, economic, social or cultural – on which there is no single right answer, where opinions have to be tolerated but need to be subjected to the test of evidence and argument.

As the pupil progresses in his encounter with history, he should be helped to acquire a sense of the necessity for personal judgment in the light of the facts – recognizing that the facts will often be far from easy to establish and far from conclusive. And it should equally awaken a recognition of the possible legitimacy of other points of view.

In other words, it seems to me that the teaching of history has to take place in a spirit which takes seriously the need to pursue truth on the basis of evidence, and at the same time accepts the need for give and take in that pursuit; and that teaching in that spirit should encourage pupils to take a similar approach.

In short, history, properly taught, justifies its place in the school curriculum by what it does to prepare all pupils for the responsibilities of citizenship as well as the demands of employment and the opportunities of leisure.

Children should be brought to realize that the institutions we most value were won at a price.

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Nursery Education

Headships

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For details and application forms send S.A.E. to the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ.
Closing date 24th February, 1984. (65423) 100010

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Headships

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3. TWERTON-ON-AVON INFANTS' SCHOOL
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Burnham scale.

Closing date 9th March, 1984.

Job description and application form from The Senior Administrative Assistant, Audiology Division, The Royal National Throat Nose & Ear Hospital. (Tel: 01-837 8855, Ext. 4157).

(2843)

BERKSHIRE

REDLANDS PRIMARY SCHOOL
Lydford Road, Reading, Berkshire
N.O.R. 200
Required for September 1984, HEADTEACHER (Group 4).
Application form and further details from the Director of Education, (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE). Closing date March 9th, 1984.
Berkshire County Council is an equal opportunity employer. (50635) 110010

CAMBRIDGESHIRE

GT. ABINGTON COUNTY PRIMARY SCHOOL
Applications are invited for the HEADSHIP of this Group 3 primary school (Roll 85).
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP. (S.A.E. please) returnable by 27th February. (65063) 110010

CAMBRIDGESHIRE

ALL SAINTS' C. OF E. AIDED JUNIOR SCHOOL
Dogsthorpe Road, Peterborough PE1 3PW
Tel: Peterborough 63688
GROUP 4
REQUIRED FOR SEPTEMBER, 1984:-
Applications are invited from suitably qualified and experienced candidates for the Headship of this Group 4 C. of E. Aided Junior School situated in the centre of Peterborough.
Vacancy due to the retirement of the present holder.
Practising communicant member of Church of England preferred.
Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (s.a.e. first class). Closing date for receipt of applications 2nd March, 1984. (50655) 110010

CORNWALL

PRIMARY HEADSHIP
Applications are invited from suitably qualified teachers for the Headship at:-
LANLIVERY C.P. JUNIOR & INFANTS SCHOOL
Lanlivery, Bodmin, Cornwall PL30 5BT
Group 1
Available from 1st September, 1984. Closing date 9th March, 1984.
Application form and further details available on receipt of a S.A.E. (Foolscap) from The Secretary For Education, (School Section), County Hall, Truro, Cornwall TR1 3BA.
There is a Removal Expenses Scheme for out County Applicants. (61380) 110010

DORSET

WEST LULWORTH CE (CONTROLLED) FIRST SCHOOL
School Lane, West Lulworth, Wareham
HEAD TEACHER (Group 1) required from September 1984.
Application forms, returnable by 9 March from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap SAE). (65605) 110010

DORSET

WINBOURNE COUNTY FIRST SCHOOL
School Lane, Wimbourne
(225 on role, 5 - 9 age range)
Required September 84 HEAD TEACHER for this Group 4 school.
Application forms and further details from The Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of SAE. Closing date March 2nd 1984. (65215) 110010

DORSET

LONGFLEET C.E. (V.C) COMBINED SCHOOL
Longfleet Road, Poole
(Age ragne 5 - 12; 300 on roll)
Required September 1984. HEAD TEACHER - Group 5.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. (Closing date 7th March). (54310) 110010

HAMPSHIRE

HIGHBURY FIRST AND MIDDLE SCHOOL
Dovercourt Road, Cosham, Portsmouth PO6 2RZ
HEADTEACHER GROUP 6
Required September 1984.
Application forms and further details from Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (S.A.E. please).
Closing date 9th March 1984. (54976) 110010

HUMBERSIDE

EDUCATION COMMITTEE
HEAD
REQUIRED FOR SEPTEMBER 1984
for
BRUMBY JUNIOR SCHOOL
Queensway, Scunthorpe, South Humberside
(Re-advertisement)
Group 7, N.O.R. 440, Age Range 7 - 11
Application forms and further particulars are obtainable from the Director of Education (HQ Staffing), County Hall, Beverley, North Humberside HU17 9BA. (Tel: (0482) 867131, Ext. 3318 to whom completed forms should be returned NOT LATER THAN FRIDAY, 2ND MARCH 1984. (65273) 110010

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

WIGSTON FIELDS WATER LEYS COUNTY PRIMARY SCHOOL

HEADSHIP - SCALE 6

Head required August for this modern, well equipped school, situated about 3 miles south of Leicester, with approximately 340 on roll.

Details on request, sae.

Apply (no forms) with full particulars, curriculum vitae and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 24th February. (65094) 110010

Suffolk County Council

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:

DENNINGTON C of E CONTROLLED PRIMARY SCHOOL
Group 1 Ages 5–11 N.O.R.: 45

The school is situated in the village of Dennington approximately two miles north of the small market town of Framlingham in the Suffolk Coastal District of the County.

STRADBROKE C of E CONTROLLED PRIMARY SCHOOL
Group 3 Ages 5–11 N.O.R. 142

The school is situated in the village of Stradbroke, a large village in the Mid Suffolk District of the County, approximately eight miles east of the small market town of Eye.

SOMERSHAM COUNTY PRIMARY SCHOOL
Group 3 Ages 5–11 N.O.R. 82

The school is situated in the pleasant rural village of Somersham, approximately seven miles north-west of the county town of Ipswich.

The appointments for the above posts will date from the beginning of the Autumn Term 1984.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (SAE please) and completed forms should be returned by 2nd March, 1984. (2929)

PRIMARY HEADSHIPS continued

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

LEICESTER ABBEY COUNTY PRIMARY SCHOOL

HEADSHIP - GROUP 7 + S.P.S.

HEAD required August for this multi-ethnic school, catering for approximately 520 pupils plus nurseries for 75 children. Likelihood of becoming a Community Centre within the next few years. Candidates should be supportive to community involvement.

Details on request (SAE).

Apply (no forms) with curriculum vitae and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 24th February. (65096) 110010

NORTHAMPTONSHIRE

PARKLANDS LOWER SCHOOL
(Spinney Hill Road, Northampton NN3 1DW)

APPOINTMENT OF HEAD TEACHER - GROUP 5

Required for September 1984, able and experienced teacher for the Headship of this established lower school on the Parklands Estate of Northampton. Number on roll at present - 200. Closing date - March 9th.

Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (65264) 110010

SOMERSET

HAMP COUNTY INFANTS
Bridgwater

For September 1984, Head for this group 4 school. Re-advertisement, previous applicants will be reconsidered.

Application form and details (s.a.e.) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date 29 February 1984. (65136) 110010

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT MEDWAY DIVISION APPOINTMENT OF HEAD TEACHER BALFOUR COUNTY PRIMARY SCHOOL (JUNIOR DEPARTMENT)
Balfour Road, Chatham, Kent ME4 6QX
Group 6 Roll 360
Appointment to take effect from September 1984 (or April if possible) following the appointment of the present post-holder to another appointment within the County.
Application forms and further particulars (s.a.e. please) from the Divisional Education Officers, Fort Pitt House, New Road, Rochester, Kent to whom they should be returned by 2nd March 1984.
Re-advertisement, previous applicants will automatically be considered.

DOVER DIVISION LYDDEN COUNTY PRIMARY SCHOOL
Lydden, Dover, Kent CT15 7LA
Appointment of Head Teacher
Group 2 Roll 44
Applications are invited for the post of Head Teacher to take effect from 15th September 1984 following the retirement of the present Head Teacher.
Application forms and further details (S.A.E. please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover, Kent CT16 1JU to whom they should be returned by 9th March 1984.

TUNBRIDGE WELLS DIVISION ST. MARK'S CE (CONTROLLED) PRIMARY SCHOOL
Frant Road, Tunbridge Wells TN2 5LM
Group 5 Roll 227
Applications are invited from suitably qualified persons for appointment from Autumn Term 1984 to fill the vacancy arising from the retirement of the Headmaster.
Application forms and further details (sae please) from the Divisional Education Officer, 39 Grove Hill Road, Tunbridge Wells TN1 1SL, to whom they should be returned by the 2nd March 1984.
Readvertisement. Previous applicants will automatically be considered.

ASHFORD DIVISION APPOINTMENT OF HEAD TEACHER TENTERDEN C of E (CONTROLLED) JUNIOR SCHOOL
Recreation Ground Road, Tenterden TN30 6RA
Group 4 Roll 211
Appointment to take effect from September 1984.
Application forms and further particulars available from the Divisional Education Officer, Elwick Road, Ashford, Kent TN23 1NP (s.a.e. please). To be returned by the 2nd March 1984. (54122) 110010

Education
Head Teachers

Qualified teachers are invited to apply for appointment as Head Teachers of the following two schools.

Greasley Beauvale Junior School,
Greasley Avenue, Main Street,
Newthorpe, Notts NG16 2ET.
Number on Roll: 291 Salary Group: 5
Vacant: 1st September, 1984.
The vacancy is created by the retirement of the Head Teacher.

Spring Street Primary School,
Spring Street, Hucknall, Notts NG15 7BZ.
Number on Roll: 175 Salary Group: 4
Vacant: Summer Term 1984.
The vacancy is created by the promotion of the Head Teacher to another school.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.
Closing date: 2nd March, 1984. (2915)

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

HEADSHIP

WYMINGTON V A LOWER SCHOOL
RUSHDEN ROAD, WYMINGTON, RUSHDEN NN10 9LL

From September 1984
Group 2

Estimated number on roll September 1984 — 31 children aged 5–9 years.

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 2 Lower School. *A committed Christian and practising member of the Church of England is preferred.*

Application form and further details are available from the Chief Education Officer, County Hall, Bedford MK42 9AP.

Closing date: 24th February, 1984. (2798)

Bedfordshire

NORFOLK
HEAD
required for
Cromer County Junior School
(Group 5)

Application forms and details from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, sent on receipt of a stamped addressed foolscap envelope.

Closing date for applications: 2nd March, 1984. (2952)

HAMPSHIRE
Headteachers

Required for September 1984:

ST. BEDE'S CE (CONT) PRIMARY SCHOOL (Group 4)
Gordon Road, Winchester SO23 7DD
Closing date 27th February 1984.

BURSLEDON COUNTY JUNIOR SCHOOL (Group 4)
Long Lane, Burseldon SO3 9BZ
Closing date 27th February 1984.

WEYFORD COUNTY JUNIOR SCHOOL (Group 6)
Washford Lane, Bordon GU35 0RT
Closing date 27th February 1984.

THE HOLME CE (CONT) INFANT SCHOOL (Group 3)
Village Green, Headley GU35 8PQ
Closing date 2nd March 1984.

WEST MEON CE (CONT) PRIMARY SCHOOL (Group 2)
West Meon GU32 1LF
Closing date 2nd March 1984.

Details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope. To be returned by specified closing date. (2741)

HEADTEACHERS

Required September 1984.

PURFORD GREEN COUNTY JUNIOR SCHOOL (Group 4), Purford Green, Harlow.

HIGH BEECH C.E CONTROLLED PRIMARY SCHOOL (Group 2), High Beech, Loughton.

Removal and disturbance allowance scheme in operation.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date: 9th March, 1984.

ST. JOSEPH THE WORKER R.C. (AIDED) PRIMARY SCHOOL (Group 3), Hutton, Brentwood.

Applications are invited from suitably qualified and experienced practising Catholic Teachers.

Removal and disturbance allowance scheme in operation.

Please send foolscap s.a.e. for form and details to the Area Administrative Officer, Central Essex Area, P.O. Box 398, 'A' Block, County Hall, Chelmsford, Essex CM1 1JW.

Closing date: 9th March, 1984. (2964)

ESSEX County Council

HEADTEACHER

required September 1984.

OCKENDON SHAW COUNTY INFANT SCHOOL (Group 3)
Avon Green, South Ockendon

plus Social Priority and Outer Fringe Allowance payable.

Applications are invited from suitably qualified Teachers for the above Headteacher post.

Removal and disturbance allowance scheme in operation.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date: 2nd March, 1984. (2969)

ESSEX County Council

HEADSHIPS
From September 1984

Applications are invited from suitably qualified and experienced teachers for the Headships of these two schools.

GRASMERE NURSERY SCHOOL
Icknield Way, Luton, Beds LU3 2BT.
Group 2. This is an 80 place Nursery School

LANGFORD LOWER SCHOOL
Church Street, Langford, Biggleswade, Beds SG18 9QA.
Group 4. Estimated number on roll September 1984 — 100 children aged 5–9 years.

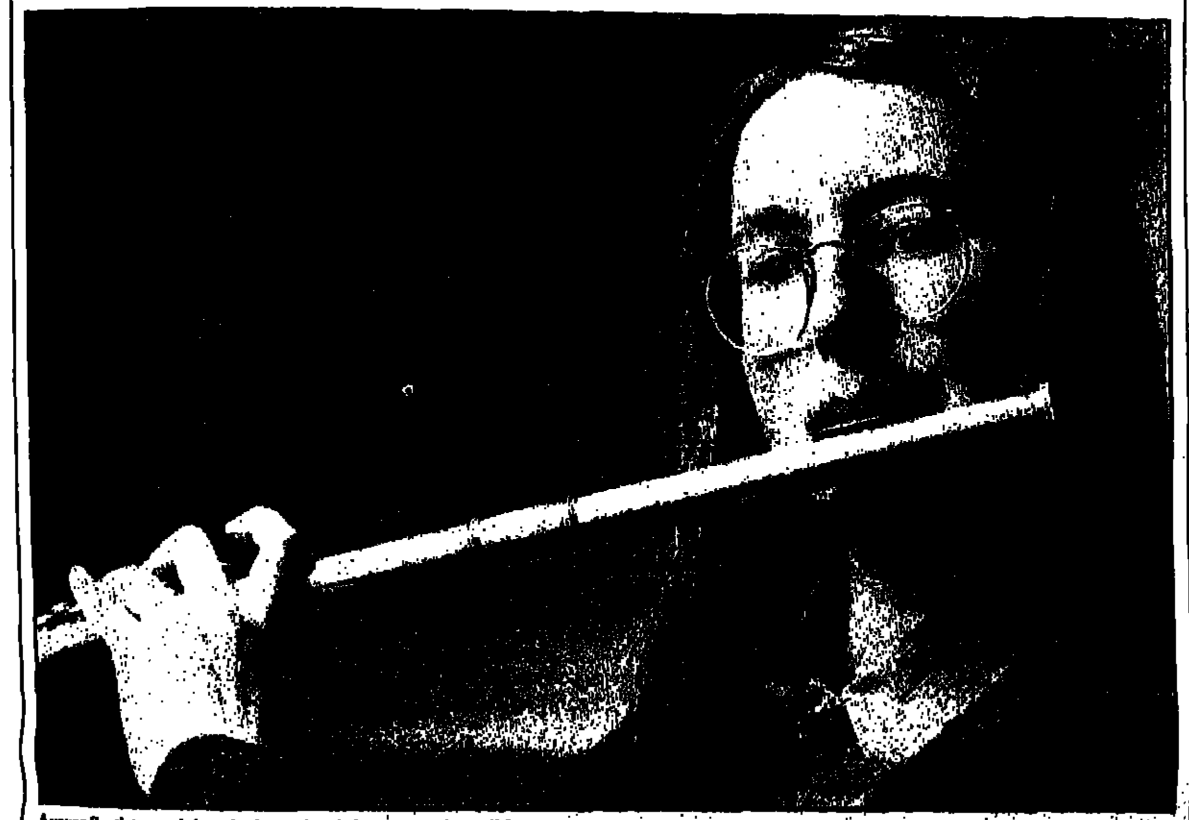
Application forms and further details are available from the Chief Education Officer, County Hall, Bedford MK42 9AP.

Closing date: 24th February 1984.

The Council is an equal opportunity employer. (2799)

Bedfordshire

EXTRA
MUSIC



A young flautist practising during school time at the Purcell School Photo: Susan Thomas

In the front desk

Susan Thomas visits the Purcell School

It is one of life's ironies that while the best music teachers try to protect their pupils from the stresses of too much competition, it is frequently the results of competition which bring in the goodies.

Thus the Purcell School, while it doesn't exactly push its pupils to enter for the BBC's Young Musician of the Year Award, has reaped the benefits ever since Nicholas Daniel won the title three years ago. Since then, say the staff, there has been a definite increase in the number of outstandingly musical children applying for places.

Established in 1962 as a coeducational, specialist music school for the 9 to 18-year-olds, it is, along with the Menuhin School and Chethams's, one of only three such schools in the country, and like them, finding it hard to keep pace with the demand for places.

The school started life in the Conway Hall at Hampstead. In 1975, with the support of the Gardner Trust, it moved to a couple of pleasant Victorian houses in Harrow. Now in its twenty-first year, the place is bulging at the seams – with pupils practising in every classroom, broom cupboard and outhouse. Help is at hand however. A new boarding house with additional practice rooms is to join the complex – but this does not mean that the school will grow much larger.

"One of the school's greatest strengths", says John Bain, its new headmaster, "is its strong sense of community. To preserve this I think we can't go above a ceiling of 200."

The school aimed to provide a broad general education – pupils average five O levels and sixth-formers have an 83 per cent pass rate at A level. "At the same time it offers a specialist musical education which will allow them to develop their musical talents to the full," he says, "and to see themselves in perspective as members of a musical and social group." There is, he says, a marvellous atmosphere of mutual support. He is right.

Later that day I looked in on a rehearsal for the next public concert. At the end of the Viotti violin concerto, the entire orchestra spontaneously applauded the soloist and cries of "well done Janice" accompanied her from the room. It is the sort of thing that happens all the time.

The school is notably relaxed and encouraging; partly, perhaps, because so many of the older pupils have experienced the bleakness of life in a large comprehensive where nobody understands your love of classical music or your need to play with other people. "I was an object of fun because I wanted to practise three or four hours a day and the place was so big that nobody knew who I was . . ." explained Val, my sixth-form guide. She is attractive and articulate as well as talented, so this would seem to have been a considerable oversight on somebody's part.

There are, sadly, horror stories of schools where children (not all from deprived areas) have had piano lids slammed on to their fingers, where anyone carrying a violin case is ritually stoned, and life is made miserable for all confessed musicians.

At Purcell, Val said, there is immense competition to play in the front desk, to be selected for concerts and especially to land the solo, but once that choice is made there is no jealousy.

"Maybe", she said, "we are more aware of each other's feelings because we all understand success and failure as musicians." Music develops empathy. "Playing together in a trio or a quartet you almost think each other's minds . . . you know what people will do before they do it."

Music has always transcended national and religious boundaries. Thus pupils from 20 nations and the five continents blend smoothly into the school.

Most children live at home, often travelling considerable distances each day. A few board. More will be able to when the new boarding house opens. The majority of children are fee payers – around £3,000 a year for a boarding place. A few are supported by the local education authority and each year there are six government assisted places. All the pupils take an entrance test which examines both their academic competence and musical aptitude.

Well aware of the difficulties of assessing children from different backgrounds and with different musical histories, the school looks for "a good ear and the ability to convey a sense of music – whether the piece played is difficult or not", says James Young, head of junior music. "It is the quality of music which is most important. Occasionally they bring one of their own compositions – that's a marvellous indication of what they have absorbed and understood." Most, but not all, offer a second instrument.

On the whole he discourages a third instrument. "As they progress and the workload increases it can get too much for them. That is another reason why we have regular reassessments of their progress."

John Bain, like the rest of his staff, is at pains to point out that the school, though specialist is not a hothouse. "And I would hope always to keep available a few places for children who, though able to benefit from a musical education, will never make it a career but who need a school like this – a small, caring, relaxed community: children who don't fit into 'the system'."

Music is integral to the timetable. Juniors have four set periods a week – one session of Kodaly aural training, one of theory, one of choir and one composition. They also sing twice a week with choirs and are "bound to be caught up with group music-making at some time". Added to this they get general aural training, informal concerts and talks on musical current affairs in a 20-minute slot after break each day. And there are still individual music lessons and practice outside school hours.

Colin Howard is in charge of senior music. Under his guidance the older pupils have a more intense schedule. They are split more formally for aural training and set works. There are two senior choirs and a senior orchestra giving regular concerts at the school, to music societies and, as a culmination of the year's work, in the Purcell Rooms. These are exciting and ambitious affairs sometimes supported by distinguished former pupils – Oliver Knussen, Rober Cohen, Nicholas Daniel.

The November concert, for instance, included the Viotti Violin Concerto No. 22 in A Minor, Lord Berner's Luna Park, Stravinsky's Pulcinella Suite and Mozart's Twenty-ninth Symphony.

By the time they reach the sixth form, 80 per cent of the pupils are experienced musicians working for entry to music colleges and university. For most of them it is a full musical diet.

Change and development are essential to any lively school. Thus John Bain hopes to introduce computer studies and design to the curriculum, and the musical side is experiencing a dramatic injection of aural training with the Kodaly system.

David Vinden, just returned from a two-year course on the Kodaly method in Hungry, is responsible for this work, using tonic solfa with the younger children and sophisticated aural training with the seniors. Colin Howard favours the method. "It is very important for all aspects of music making – for the performer, the composer and anyone writing harmony."

The results are impressive. "It is", says David Vinden, "a question of developing inner listening, two part hearing and aural memory."

In practice it means being able to listen to a phrase of a Bach chorale and sing the top part, while listening to the bass part being sung; then singing the bass while listening to the tenor; and finally, singing the tenor while listening to the alto. Each part twice through. After which a student can write the music and then transpose it to another key.

"I know", David Vinden says, "that I have got through when I hear them singing the chorales for fun – and the juniors go off down the stairs playing with the tunes we have just learned. There is still too much emphasis on music as a written language – music is all about sounds."

The pupils, if not the Associated Boards' theory examiners, have got the message. I arrived at the school to strains of reggae and Bartok and left to Mozart and early music. The pupils may not be wild about competitive team games, but they are passionately devoted to group music.

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EXTRA

Indian street musicians

Broadening horizons

Gordon Cox introduces a new project "Music in the multicultural curriculum"

"Is there a place for the music of different cultures in the school curriculum?" is a question that hundreds of Berkshire teachers will be considering throughout the first year of a three-year project, "Music in the multicultural curriculum", a joint venture undertaken by the University of Reading Music Education Centre and the Berkshire County Music Department.

On the face of it, the answer to the question seems self-evident. Clearly nothing but good can arise from contact with other musical cultures, especially if it enriches the musical experience of our children. After all, this is only a reflection of what is happening in our national musical life. A glance at the pop music scene of the last couple of years will demonstrate the influence of reggae (Musical Youth), Indian pop (Monsoon) and South American styles (Incantation). By learning to play steel pans our children would develop aural acuity, by performing African drumming they would improve rhythmic skills, and by participating in Indian music, at however basic a level, they would broaded their horizons as far as improvisation was concerned.

Such a positive view is the response of the project which in its statement of intent declares that "the deeper understanding of the different musics of the world will, it is hoped, enhance and stimulate current work being undertaken in schools by providing additional musical techniques and skills capable of being used effectively by teachers".

But there are some problems which it is hoped the project will confront. The first is tokenism. Steel bands, for example have been criticized as being unnecessarily limiting and patronizing. I would suggest that it is the "taken-for-granted" assumptions on the part of music teachers, rather than the quality of steel bands that are under attack. There is a danger of similar, criticisms about other forms of "ethnic" music in school unless a basic philosophy is carefully formulated and acted upon.

Second is the more general question about whether music is a universal language, and if it is not, what criteria do we use when judging the music of other cultures? This is not just an academic consideration, but has practical implications for music teachers who have to decide whether a multicultural curriculum in music is provided for all, or whether special provision is made for distinct cultural groups. This also influences the practical policy adopted about the relationship between the teaching of "ethnic" instruments and classroom activities.

As far as the project is concerned, there is a commitment to a multicultural curriculum "for all children regardless of cultural background".

Third, the training that most specialist music teachers have received is bound to traditional notation and the written tradition. This creates difficulties when it comes to some musical styles that are essentially oral in nature, and this can be met only by in-service training and also considerable help from the advisory service and training institutions.

The project has four levels of operation. First, the development of a rationale for music in the multi-cultural curriculum, based on the aim of the project which is "to develop curriculum theory and classroom innovation in music which is multicultural in scope".

The project was launched on January 28 with a one-day seminar, addressed by Dr Keith Watson, a comparative educationalist, Dr John Baily, an ethnomusicologist, Jane Grant of the African Arts in Education Project, and Jill Scarfe, a secondary school head of music, well-known for her work in advancing music in the multicultural curriculum.

The second level of operation is the provision of courses dealing with the acquisition of new musical techniques, and the application of these in the classroom. In the first year of the project, three courses are being offered, dealing with the music of Africa, the Caribbean and India. Each of the courses lasts for two days. The first day is spent in acquiring basic techniques on such instruments as the sitar, the tabla, the steel pan and African drums, while the second focuses on ways in which such work could be used effectively in the classroom. Each of the courses will have follow-up sessions for further instruction and discussion. Related to these courses is a workshop session designed to bring practising musicians from different cultural backgrounds into schools, to work side by side with teachers and children, in order to stimulate interest and encourage practical work in the classroom engendered by the project.

Most of the courses mentioned have been designed for music specialists in primary and secondary schools, but there is also provision for classroom teachers in primary schools who wish to engage in a little music making as a part of their general teaching. There are several one-day courses geared to meet the needs of such teachers, which will introduce a repertoire of song material that is multicultural in scope.

The third level of operation is the evaluation of the courses and of classroom work which will be undertaken by a teachers' working party, meeting on a regular basis to discuss and develop work stimulated by the project. The fourth level will be the production of curriculum materials for which there is a great need, undertaken by members of the project team and the teachers' working party.

Until recently, musical developments in the field of multicultural education have been of an ad hoc nature; led by committed individuals, but often without sufficient support or access to expertise. It is hoped that as a result of participating in the project, teachers will have acquired the skill of analysing their current practice in the light of the theory of multicultural education, and that through developing skills in new musical styles and applying them to the classroom they will develop a truly multicultural curriculum in music.

Certainly, the project will help and encourage those teachers who believe that music can play a vital role in the multicultural curriculum.

All enquiries about this project should be addressed to The Music Education Centre, University of Reading School of Education, London Road, Reading RG1 5AQ.

Gordon Cox is Deputy Director of the Music Education Centre, University of Reading.

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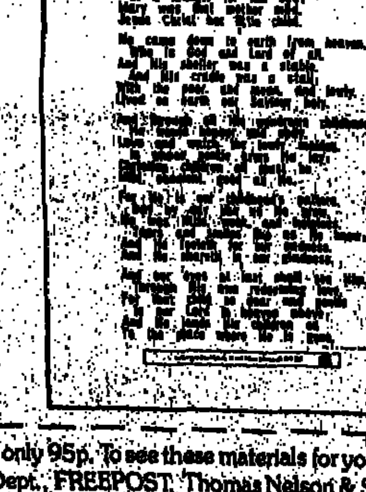

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Original outlook

David Missing outlines the philosophy, aims and objectives of the Greater Manchester Centre for Curriculum Music

When teachers attempt to develop their subject as a curriculum activity they face the daunting task of maintaining what they presently find successful while trying to work out the best of something new. In-service training which takes teachers *out* of the classroom is frequently not enough; support in the classroom would be more effective but such support is rarely obtainable within a single school. In the Greater Manchester area a centre has been established with a team of six teachers to provide in-school, in-service support for music teachers who wish to develop music as a curriculum activity, learning from the experience of advisory teachers in Tameside and Stockport.

The Greater Manchester Centre for Curriculum Music formally began its work last September. Six teachers, seconded from their schools for one day a week, have met together each week to prepare a booklet in which the centre's aims, objectives and general educational philosophy are outlined, and to plan for its future activity.

In trying to establish our philosophy we have moved closer to knowing what we are attempting to do and, though our thought is not original, we believe it to be sound, firm and "ours". It is that music, as a curriculum activity, is not a frill just to be enjoyed or dispensed with at the whim of the headteacher or the local education authority but that it is part of a whole area of experience without which the human cannot claim to be whole. As such we believe that music, as part of the aesthetic dimension, can demand its proper place in the curriculum.

We believe that music in particular and the arts in general are about people's feelings and imagination and are a product of fantasy as much as a product of concrete experience. As such they are not dependent on the sort of factual information and empirical evidence peculiar to some other academic subjects, but are the individual and personal responses to the creative imaginings of the mind motivated either from within the being or from outside stimuli, and as such are subjective; not assessable nor examinable. (There is little value in assessing the "end product" unless it is being weighed only against other works by the same artist as a means of catching glimpses of that artist's maturation). The world of educational art is not competitive. It is an attempt to establish the arts as an essential educative experience for all people; an attempt to acknowledge that one of a list of human intelligences is the "aesthetic"; that it is separate from, and not dependent on, other human intelligences, and as such requires individual consideration.

We are unhappy that much of a child's educational experience is one of being schooled; having preconceived, predigested knowledge, often unrelated skills taught without a balancing experience – an activity which arises from within the being. We are greatly disturbed that some arts teachers (especially music teachers) are still making the activity an information-based subject – as though it were first necessary to "know about" before being involved in. We believe that creative artistic activity is as fundamentally natural to the human as is eating.

So we conclude that music (and the other arts) is about feeling and imagination and provides the vehicle for a creative response to fantasy, experiences of many kinds and the whole range of feeling responses. We see therefore that the music activity best suited to the curriculum is that of composition. We see no reason why the same children who paint pictures, write stories and poems, make models etc, should not compose music. The "problem" of managing classes of children all of whom are trying to control sound for their compositions is surmountable. Classroom organization in this area has been successfully tackled in a number of ways by many teachers. It has been done.

The Schools Council music project, "Music in the Secondary School Curriculum", brought together many of us who were tackling this problem, often in isolation, and provided a pool of experience to be shared and, equally importantly, a carefully thought out philosophy upon which to argue our case. The Schools Council in conjunction with Stockport Metropolitan Borough Council established a dissemination centre in 1979 to make available to teachers in the Greater Manchester area the shared experience it had collated and the philosophy it had developed. Most of the 10 l.e.a.s in Greater Manchester eventually contributed to it through a coordinated programme of in-service training courses for their teachers.

It became clear during 1982 that, as the Schools Council funding support for this centre would cease, no single local authority could take over, fund, and organize a continuing centre designed to promote the development of music as a curriculum activity for the whole of the Greater Manchester area. A group of advisers responsible for music was anxious to sustain and develop the centre, and the director of education for Stockport, at a meeting of Greater Manchester chief education officers, proposed the establishment of a properly constituted regional centre.

Of the 10 l.e.a.s in Greater Manchester six have formally committed resources to the project – these being Bury, Salford, Stockport, Tameside, Trafford and Wigan. One or two others have expressed interest in the project but have not, as yet, been able to formally commit resources to the centre. This centre is now established and properly constituted as a centre for school-based in-service training. The chief education officers have acknowledged the need for music as a curriculum activity and the need to provide effective inservice training for their teachers, and that that training is best done in the classroom.

The stated aim of the centre is "to help teachers develop classroom methods which make the creative area of music an active and significant factor in the general education of all pupils". The team will attempt to fulfil its aim by encouraging a general sharing of ideas through better communication and in-service training courses, but mainly by being alongside teachers in the classroom as they try to develop more appropriate methods. There is nothing more daunting in our view for a teacher who wishes to try out a new idea than to find himself alone and having to think through a whole project, cope with existing demands, measure the success or failure of each element, plan and execute the next stage, and still run the school orchestra. So one member of the team can be attached to that school for a little while and help the teacher in a number of ways (though not by running the school orchestra) during the experiment.

The centre team has spent its first term planning and preparing for its initial programme. Considerable time was spent compiling the booklet, which will be circulated to schools in the six l.e.a.s, and in doing this we clarified our own views on the role of music and the arts in the curriculum. We have visited various schools, and a profitable day was spent at York University with Professor John Paynter, the director of the Schools Council Secondary Music Project. We are delighted that he has agreed to participate in the centre's in-service training programme by conducting its first course. In the last month of the autumn term we have worked in schools to prepare ourselves for attachment to "host" schools next term, and we have also filmed children's compositions to discuss during in-service courses.

The booklet mentioned above, outlining the centre's philosophy, aims and objectives along with a list of resources, can be obtained from Helen Coll at Pendlebury Hall Teachers' Centre, Lancashire Hill, Stockport, SK4 1RD (061 480 8721).

Cautionary tale

Roy Terry examines the French system of music education

In looking at music education in France, the English observer has to take account of two important differences. First, music is a compulsory element of the curriculum in the 11–15 *collèges d'enseignement secondaires* (CES), where it is allocated one hour a week. In primary and nursery schools it is only "recommended", forming part of a group of "interest-awakening" subjects (*activités d'éveil*). These subjects, which include science, environmental studies, art, etc., are allocated in all seven hours a week.

Second, although general classroom music is controlled by the Ministry of Education, instrumental tuition is provided not by peripatetic teachers but in local conservatoires under the control of the Ministry of Culture.

In our own current curriculum debate, we are often urged to consider the advantages of a centralized system of control such as operates in France. Ironically, this is at a time when moves are afoot for greater decentralization there, and when recently-proposed reforms to the secondary system are referred to as "the English system".

A close look at the French system of control is, in fact, far from reassuring. The most serious effect of such control is on curriculum development. An authoritarian "centre-periphery" model is basic to the system, with schools as it were being "colonized" from Paris, with tight ministerial control. A music inspector told me that although music curriculum guidelines, drawn up seven years ago, were produced by a working party of music educators, "it is the inspector's hand that holds the pen".

Central control has encouraged a huge disparity between Paris and the provinces, and Paris schools have the additional advantage of extra peripatetic class teachers for music, art, and PE, called *maîtres délégués*, funded by the town council. There is an all-pervading awareness among French music teachers that all is not well, but the situation in the provinces is so bleak that some teachers with whom I corresponded wrote to say that music was almost non-existent in their schools.

Central control has led to the dominance of one view of what it is to be educated, and consequently the transmission model of teaching with the main emphasis on "knowing about" music has a powerful hold. Teachers acquire status according to the extent of their knowledge, as measured by highly-competitive examinations which determine both salary and working hours. These advanced courses are entirely academic. Aspects of pedagogy are dealt with in a teaching practice year supervised by over-stretched music advisers.

Attempts at curriculum reform have consistently met resistance from a teaching force indoctrinated with this view of education. Changing to more active methods of learning requires a total change of outlook, and many find this professionally threatening. The system which still reflects a view of the "educated" person as possessing an encyclopaedic knowledge leads to a predominantly musicological emphasis. It's true that the guidelines are quite expansive at nursery and primary levels, recommending practices consistent with the principles of Orff, Kodaly, and their French counterparts like Martenot.

Significantly, courses in these methods are run by the rival Ministry of Culture, and schools do not have the resources in any case. A survey in an area of Normandy showed 60 per cent of classes with no resources at all, 40 per cent with a few unpitched percussion instruments (and this is likely to mean one of each instrument), and only 12 per cent with any tuned percussion. The only equipment definitely provided will be a tape recorder and a record player. The school will be lucky if it has a piano – teachers used to use a kind of mini-harmonium called a "guide-chant", and will now support singing with a recorder or a cassette tape, referred to as "le playback". Central control is no panacea if it is based on an inappropriate view of the discipline in question and if the provision of resources is inadequate.

At secondary level, where music becomes compulsory and resource implications have to be met, it comes as no surprise to find a sudden narrowing in the scope of the guidelines. What little performance work may have been done gradually gives way to "appreciation", which means analytic study of the classical and romantic repertoire in the main, plus a little singing. Practical activities meet with little success and fade out because the guidelines recommend teaching young adolescents the elements of *solfège* and descant recorder, activities obviously more appropriate for the primary school.

Whereas music educators here would argue for making available a variety of ways for pupils to get into music, in France the emphasis is on historical studies and formal analysis. There may be a few gestures towards the twentieth century and to folk and jazz. Singing is given emphasis throughout, but one is left feeling that it is regarded primarily as a medium for teaching *solfège* and rudiments. Terminology tends to give the game away: "contact with musical material" doesn't mean working in the medium of sound, but listening to records instead of reading books about the music; "practical work" doesn't mean singing and instrumental work but learning the rudiments of theory.

Voices have been raised recently in *The TES* advocating that in a time of diminishing resources we should make a virtue out of necessity by returning to a singing-based class music curriculum. A look at France would confirm that you can't have effective music education by focusing on one aspect to the exclusion of all others. Admittedly in spite of attempts at reform, the French teach *solfège* in an extremeley rigorous fashion: the ultimate objective is for pupils to read it in all clefs, not just treble and bass. As Arthur Oldham, formerly of the LSO Chorus and now chorus master of the Choeur de l'Orchestre de Paris, told me the result is frustration and boredom, not a high level of sight-singing.

The paucity of instrumental work in schools is, of course, mainly due to its being the responsibility of Ministry of Culture conservatoires, who provide part-time tuition after school and on Saturdays as well as full-time advanced courses. In recent years there has been a vast expansion of this provision, following a presidential call in 1974 to produce a coherent policy for making music education more widely available. The budget increased from 28

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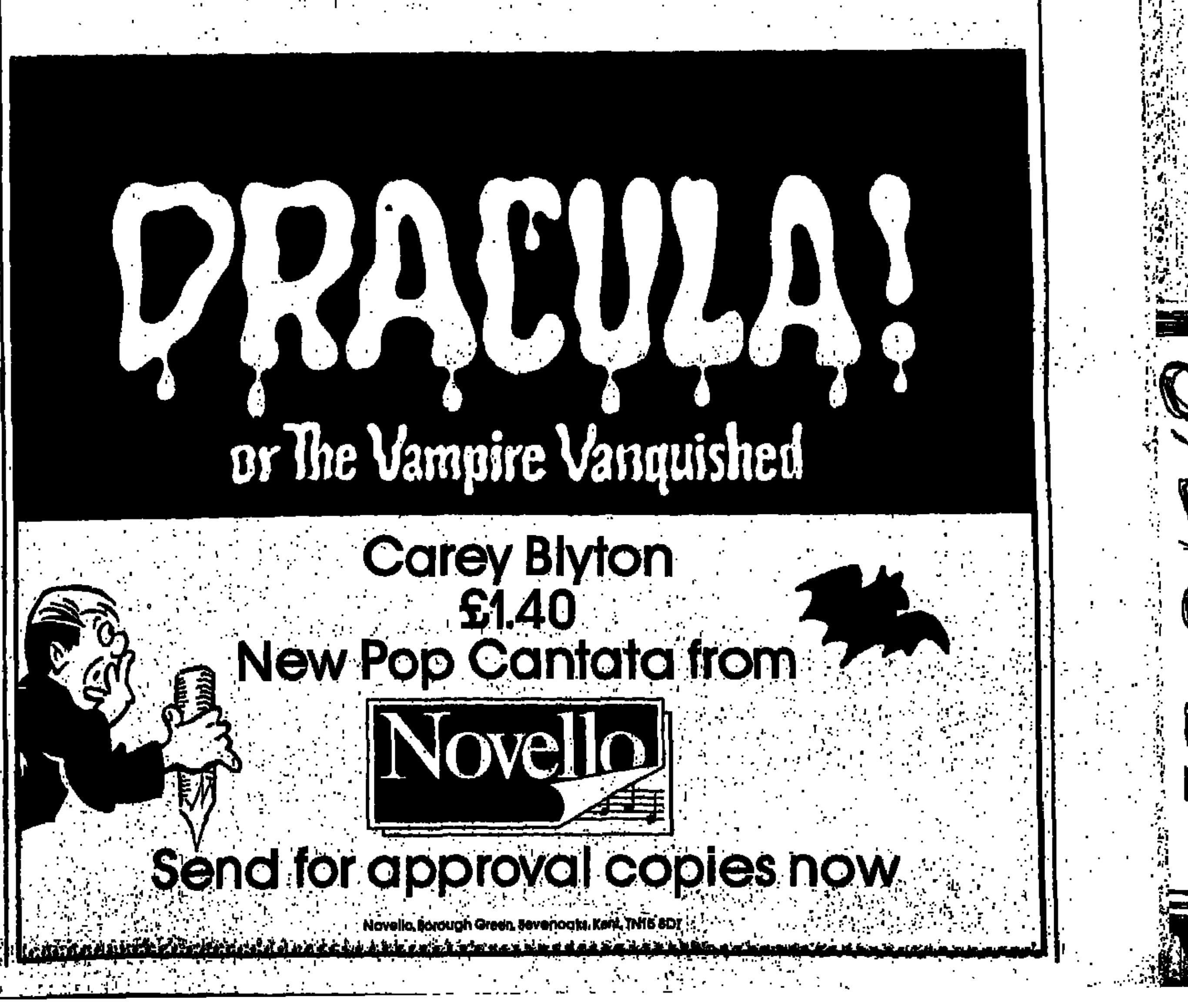

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A game and a song

By Margareta Hartfree

They can make sounds on cymbals, claves and bottles, more closely associated with a breaker's yard than with music.

They can fill a hall with song of a great variety of pitch.

They can clap and crawl in time to a beat.

They can perform joyfully to large audiences.

They try to render "Humpty Dumpty", with its range of well over an octave, without any preliminary training in the singing of intervals.

They are often expected to sing a song without being given a clear indication of the sound of the first note – a feat even the Bach Choir would be reluctant to attempt.

And yet, infancy is the time when our hearing is most acute – when perfect pitch can be acquired – when the teaching of intervals and music notation can be a delightful game – when a few chimebars can be the centre of a music education, lending to excellence of performance and creativity in composing.

Usually the teacher is the only one with a songbook. The children are expected to rely on their hearing only, which is often hard. Periodic deafness seems as common as colds and catarrh in young children, making it difficult for them to hear especially the high notes.

Infants need to touch – to see and hear is not enough.

The benefits of a songbook for children are evident. Then they can listen to the words and melody while looking at and touching the intervals, as they move their fingers along the lines of words and music. A link between the audial, visual, tactile and kinetic senses can be established and used to teach rhythm, pitch and intervals. In this way the beginnings of sightreading can also be taught early, not only to the instrumentalists, but to all the children.

The assumption that some children are not musically inclined and can't learn to sing in tune is simply not true.

Some take months of listening to a single note before they can reproduce it. Some can initially only sing a tune which stays below e. Some arrive at tonality only after the infant school years. One boy, who spent a year in my top infant class as a very loud "growler" and could only just pitch a g at the end of that time, sang his first cathedral solo three years later!

After some time of listening to the g-chime while looking at and touching the "g-bell on the g-line", which shows the first note of an echo-song, starting on g, many children can hum that note even before it is played.

When echo-playing in twos, with two sets of chimebars, the children learn to recognize those intervals, especially if they are associated with well known phrases.

The natural pitch variations in these phrases can be used to illustrate the intervals. Letting the children "do it", when hearing the chimes, will help them to understand descending/ascending pitch. Sitting and standing with eyes closed, relying on hearing only; g-e, g-c, gives a useful indication of their pitch discrimination.

Music notation can be taught as a game and a song, as easy as the abc. A large felt board, where the children can find the lines and spaces for the notes and put their own words and tunes, played on chime bars, is a useful practical aid.

In the infant school, at a time when conditions are most favourable and the children wide open to uninhibited creativity, the foundations for a life of musical enjoyment and performance can be laid.

Margareta Hartfree teaches at Christchurch Infant School, New Malden. Material: songbooks cassettes and guides are available from the Surrey Media Resources Centre, Church Street, Ewell, Surrey.

Cautionary tale

continued

million francs in 1974 to 115 million in 1980. These institutions form a hierarchy. At the very top are the advanced conservatories in Paris, and since 1979, in Lyon. Next come the national regional conservatories, of which there are now more than 30.

Further down are the national and municipal schools of music, and then small rural music studios. Having visited the national regional conservatoire at Boulogne-Billancourt on the outskirts of Paris, I must say that the first impression is of lavish provision and palatial surroundings in tremendous contrast to the starkness of school music rooms.

Historically, the role of the conservatoires has been to ensure a supply of professional musicians, and the role of the schools is very much seen as providing amateurs with enough background information to enable them to appreciate their superiors. The guidelines actually state that the purpose of what little instrumental work exists is to show ordinary pupils just how difficult instruments are to master, so that they will all the more admire those with the gift for it.

Corporate amateur music-making suffers in any case because of the highly-developed streak of individualism in the French character. Thus, when Arthur Oldham formed the Choeur de l'Orchestre de Paris in 1975, he found that 70 per cent of his members had never sung in a choir before, although 80 per cent had private singing lessons.

Not surprisingly, one senses a feeling of inferiority among school teachers. They spoke to me, when I visited Paris schools, of conservatoire teachers regarding them with disdain, and of there being no contact between the two sectors. Special music classes have existed for some time now, whereby pupils spend half the day in a conservatoire pursuing their musical studies and the other half in school on general education. Children attending them form a highly-privileged minority. A special performer's *baccalauréat* (the technical *baccalauréat* F11) was introduced in 1972 as an alternative to the highly academic A3 music *baccalauréat* which I was told frightens off even very capable musicians.

Yet even where these special classes operate, the barriers stay firmly in position. When I inquired of a music teacher in a *lycée* with special classes about links with the conservatoire, I was rather sharply told: "We don't need any". Similarly, an official at a conservatoire told me that, compared with a conservatoire first prize, the performer's *baccalauréat* was "a booby prize".

The Ministry of Education, with apparent reluctance, has agreed to the Ministry of Culture sending *animateurs* into schools to give lecture/demonstrations and initiate music activities. They are regarded with some suspicion – "just a pretty facade" said an inspector, who saw music education as a rigorous intellectual discipline, by implication incompatible with enjoyment.

Out-of-school activities are a rarity. The primary school I visited in Paris near the Parc des Princes football stadium stages an annual music/drama production and is quite exceptional. School orchestras are few. I visited a Paris *lycée* with an orchestra, but as pupils learn entirely outside school in conservatoires and also in classes run by the post office and the railway, who have their own bands and orchestras, the instrumentation is very unbalanced, and all music has to be specially scored by the highly dedicated teacher.

More typical were reports from the provinces of recorder consorts of half-a-dozen pupils out of schools of 900. In general, French teachers stick to their clearly-defined contractual hours. They may possibly put on an hour's choir practice, but they do that knowing they will be paid overtime at double rate.

Although concern has been expressed at the highest levels of government, élitism is deeply engrained. In spite of expansion, the conservatoires cannot meet the demand for instrumental tuition. Democratization has been seen mainly in terms of improving access to the arts and reducing geographical inequalities.

Some teachers are now realizing that views about "giftedness" and motivating pupils are the greatest hindrances to democratization. Sociologists like Pierre Bourdieu have provided a critique of notions of "giftedness", arguing that society mistakenly regards socially-conditioned aptitudes as if they were innate "gifts". Pupils who are regarded as possessing these "gifts" are then the only ones to be given adequate provision. As the mixed-ability principle has become operative in schools, teachers have had to accept that motivating pupils is their responsibility.

In the conservatoires there seems to be no such concern: a "take it or leave it" attitude means that only self-motivated students are accepted. In accepting such a responsibility, school teachers are at a disadvantage because they lack a clearly defined role. In contrast, conservatoire teachers have a secure sense of identity and clearly-perceived criteria of success. In the face of this dilemma school music can be seen to have retreated into a kind of musicological cul-de-sac.

Rather than attempt a radical reappraisal of classroom music, "the hand that holds the pen" (the Inspectorate) has identified current priorities as: "voice-training; aural training; sight-reading; music appreciation; and integration with dance, drama, and poetry". In other words, if the medicine is ineffective, increase the dosage.

We may conclude that central control can have a narrowing effect on the curriculum, that adequate resources are a necessity not a luxury, and that to be effective aspects of music education need to be integrated so that as wide a range of activities as possible can be presented. The centralized and fragmented French system provides something of a topical cautionary tale.

Roy Terry is Headteacher at Byron Junior School, Croydon. The opportunity to examine music in France arose while he was working recently at the London University Institute of Education

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EXTRA

What price musicianship?

By David Sigillian

A measure of literacy in a second language should not prove an unduly optimistic aspiration for an average young student after several years' regular tuition, supplemented by both individual and curriculum lessons and up to three hours per week of private study. In such circumstances his literacy might reasonably be expected to include fluency in comprehension and in oral self-expression within that language.

In applying similar propositions to the facility in musical language and notation of a substantial proportion of children receiving individual tuition in addition to "school music", these expectations are inclined to flounder.

Few institutional areas of British musical education demonstrate sufficient cognizance of the fundamental importance of training the ear and of acquiring intuitive reading skills at the earliest level possible. Graded examination boards have long ago consigned aural and reading tests to inferior levels of mark-worthiness where literacy appears under such subtle misnomers as "Playing at Sight", commanding only 10 to 14 per cent of total possible marks. Ear-training, indispensable in its support of reading faculties, has also attained Cinderella status in its graded context, representing only 8 to 12 per cent of the examination. Observe in the table (below) the feasibility of a pass in any graded examination with nil marks in reading, aural and *viva voce* sections.

Moreover, in the case of two colleges (listed with an asterisk) even a pass with merit is possible in the same circumstances, Naturally, set pieces and scales would have to be performed to very high standards, but the early publication dates of the syllabuses allow periods of between 16 months (Associated Board) and two years (Trinity College) for practice – time enough for an otherwise inadequate candidate to achieve a mechanical grasp of pieces well beyond his secure technical capacities and accustomed reading levels. Frequent encounters with such cases cannot but subjectively devalue the passes of those successful candidates whose musicianship and tutorial history is of a higher calibre and worthy of more discriminating methods of assessment.

A revealing anomaly is the bracketed figure printed alongside each section of the Associated Board Candidate Report forms, denoting two thirds of the maximum marks for every part of the examination. Alas, any suggestion of possible enlightenment is smartly dissipated when inquiry elicits the reply that failure to attain the bracketed figure in one or more sections does not invalidate an overall pass.

With the promotion of this curious number to the status of an uncompromising sectional pass-mark and with the abandonment of the "overall" pass, the intrinsic value of the graded system would be enhanced. With the disappearance of the loopholes affecting aural and reading tests, there would no doubt be a decline in the submission of candidates with borderline standards of musical literacy and from the outset there might be a falling off of entries, allied to a reduction in income for the examining boards.

Nevertheless, it would be lamentable if such financial considerations were to prove to be the cause of institutional sloth in redressing its faults. For while many aspiring young musicians have benefited from the incentives of regular graded assessment, generations of little more than clockwork instrumental automatons have been as surely misled as to the objective meaningfulness of a pass.

In the final analysis however, such inherent ills must be diagnosed as symptomatic of a more profound, organic malaise – the anarchy within musical education itself (outside specialist courses and national academies), epitomized in the diverse profusion of private practices, free lance and county peripatetics, for the most part "island autonomies" of entrenched methods or production lines generating grade examination fodder.

The ill-used peripatetic, frequently incarcerated at basement level in an airless studio reminiscent of an unplumbed WC, could be forgiven for exhibiting greater concern for the ventilation than for substantive musicianship of his cramped pupil.

In private practices there is rarely evidence of inter-tutorial liaison or of any motivation to broaden or refine teaching methods. Manifold exceptions, however spectacular, among schools, teachers and students, do not vindicate the whole, any more than the emergence of a dozen adolescent Einsteins would exonerate similar deficiencies in the education of young physicists.

It would be premature to seek to shortlist remedies before identifying those in greatest need of the prescription. The ultimate victims are not those with exceptional talent or career potential, but rather the majority of those outside this category – more specifically those discussed earlier, unwittingly enduring narrow and mechanistic instruction allied to the vagaries of a mediocre graded examination system, with a vapid seasoning of curriculum lessons, often so bereft of vitality as to suggest a pairing on the fourth-year options list with euthanasia or terminal raffiawork.

Theefficacy or otherwise of curative measures will be dependent upon a less complacent acknowledgement of the ills to be redressed. Therapy must be administered as nearly as possible to the source of the disorder, in this case to the most elementary stages of both individual and school musical education, ironically the very areas often characterized by a dearth of both specialist expertise and remuneration.

Nevertheless, it is from such levels that the successful promotion of spontaneous reading and aural skills will achieve its most far-reaching effects, as in the case of the flourishing Hungarian system, where the seeds of intuitive musicianship are sown as early as nursery level, teacher training in which is not open to those deficient in such faculties.

In a country where fluent sight-reading standards are the norm in the average primary school, Kodaly's order of priorities for a "good musician" places foremost "a trained ear" and hindmost "trained hands". How closely the reverse resembles our usage. How typically perverse that we reserve to Further Education those forms of systematic ear-training most needful at primary and junior levels.

Nationally practicable solutions would make imperative the alliance, organization and cooperation of many of the diverse elements of British musical life, from the private practice and class music teacher, youth orchestra and choral society, to examining boards and academies. A prodigious, gargantuan prospect, involving substantially more than gingerly tinkering with Orff and Kodaly. To acknowledge and benefit from the triumphant Hungarian precedent, the prerequisites must include a readiness to concede the fallibility of Brittania and a profound desire that future generations should acquire by right a musical as well as a vernacular literacy.

> ". . . *it is our firm conviction that mankind will live more happily, when it has learned to live with music more worthily. Whoever works, in one way or another, to promote this end, has not lived in vain* . . ." (Zoltan Kodaly, Budapest (1966)

Examining Body	Assoc. Board	Trinity Coll.	Guildhall Sch.	London Coll.
Min. PASS marks (%)	66.6	65	66	65
Min. MERIT marks (%)	80	75	75	75
Min. DISTINCTION (%)	86.6	85	85	85
Max. Aural marks (%)	12	10	10	8
Max. Sight-reading (%)	14	10	10	10
Max. Pieces, scales &c. (%)	74	75	70	75
Max. Viva voce marks (%)	—	5	10	7
Max. possible % assuming 0% in Aural, Reading and Viva sections	74	75*	70	75*

David Sigillian is a composer and teacher in Hampshire and Kent. He is musical director of a number of choirs and works, closely with children. He is currently completing a practical Manual of Musicianship which deals extensively with certain musical deficiencies referred to in this article.

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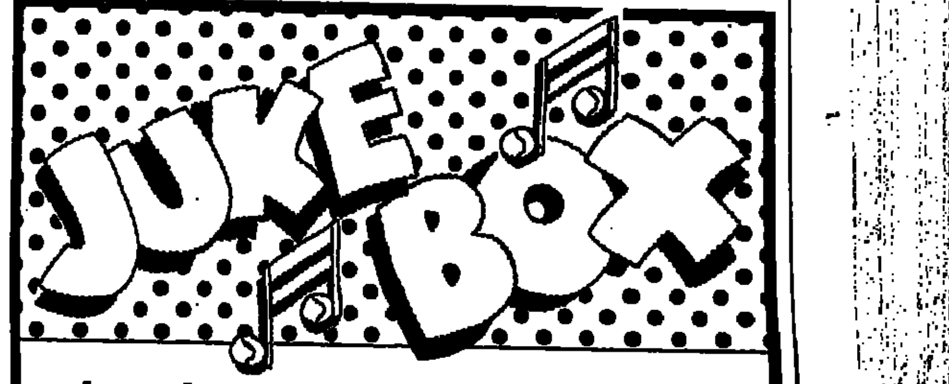

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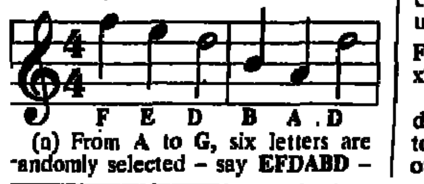
EXTRA

Creative possibilities

Alan Clayson suggests approaches to curriculum music in the primary classroom

Recently, I surprised three children who were splashing about with their hands in a sink when they were meant to be cleaning painting materials. Instead of immediately compelling them to get on with their task, we explored "hydro-percussion" – the resulting rhythmic patterns being recorded for further research. Similar opportunities in the primary classroom are often unrealized by many teachers as they do not conform to "proper" instruments or "learnt" dictates.

Other strategies emerge less irregularly. Like creative writing, musical composition may be stimulated by discussion of suggested titles followed by "sound essays" based on them. If this ploy is unsatisfactory, a "chance operation" may be attempted such as the example below:-



(a) From A to G, six letters are randomly selected – say **EFDABD** – which, treated as musical notes, are re-arranged as a simple two bar phrase, see above.

(b) After rehearsing this by ear on instruments at hand in any available octaves, two numbers between one and six replace the corresponding notes and are regarded as rests.

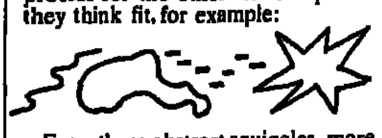
(c) The players repeat this with two different numbers

(d) The second bar is then regarded as a general rest which, with necessary repetition, can be filled with individual "solos" ie inserting leitmotives or noises, according to a preordained rota.

All operational phases should be noted for use as a final "score" which, with a conducting system, must suit the idiosyncracies of the piece. The preceding illustration, for instance, may ultimately look like this:-

FED BAD x2/F2D B5D x2/FE3 4AD x2/FED + solos/FED BAD x2.

Other notation methods may be devised if the music is not easy enough to play by memory. Although the outcome will undoubtedly be a racket, worth trying initially is for one child to sketch an impression of a musical process for the others to interpret as they think fit, for example:



From these abstract squiggles, more precise methods may be compiled which can progress to a conventional five line stave via variations of medieval procedures, whereby pitch is indicated by placing notes above or below a single line which represents, perhaps, middle C.

Use of bar lines may be instigated by rhythmic presence and awareness – particularly as a steady beat is the engine room of primary music giving cohesion and structure. Not necessarily stressed, it needs to be monotonous in the best sense. Democracy is not critical as fully exploited intuitive timekeepers prevent a nervous, poorly coordinated child's enjoyment of music being undermined by a teacher's heavy patience. Other devices include tape loops, drum machines and spoken rhythmic phrases. From my own experience, all the examples I have mentioned were centralized by a regular pulse.

From any of these ideas, an *ostinato* or "riff" may evolve which can trigger interrelated experiments with harmony, scale or, in some cases, improvization. However, the most logical development is simple counterpoint. Elementary models are contained in countless medieval items. Because it sounds credible by relying on uncomplicated patterns without modal intricacies, medieval music is a useful resource. An essential series for study is *This Merry Company* (OUP, 1979) which is specifically designed for the junior classroom.

Owing to the limitations of audio equipment in most primary schools, musical performance is most conveniently sustained in a non-retractable situation where erasure or change is impossible. However, there is good reason to keep the seemingly outmoded reel-to-reel domestic tape recorder in school, as much modern serious music by the likes of John Cage or Gavin Bryars uses tape recorders as instruments.

Although often more intriguing intellectually than aesthetically, supervised tape research – collage, editing and looping – may take place with children, providing extreme organizational care is taken. Looping, for example, is helpful in establishing a source for rhythm, *ostinati* or continuous sound effects. There is also scope for a limited amount of multi-tracking. From these techniques, ideas may evolve with children frequently becoming audience to their own programmed experiments.

If this seems daunting, rather than plunging in with *Fontana Mix* or *Jesus's Blood*, more accessible initiation may be found in pieces such as *Peter and the Wolf* or *The Toy Symphony*. Topic work on stories and background from operas, ballets and the more savoury aspects of composers' lives may be useful supplements. Further stimulation may surface from quaint interpretations of well-known melodies (eg *William Tell* by either David Whitfield or the Piltdown Men) or music from other cultures.

Though medieval, "classical" or electronic music may hold interest, the unconstrained stylistic determination of most primary children ranges from playground chants and doggerel to sophisticated pop. Like skiffle before it, the Punk breakthrough in 1977 gave anyone with a little imagination who mastered basic techniques a chance to succeed. It forced many "real" musicians to stop smirking at each other's cleverness and attempt to reach pre-adolescent audiences.

Though sensibilities may balk at watching *Top of the Pops* every Thursday, occasional glances at the Top Thirty may help to gauge class musical interests especially as familiar songs and structures (eg the 12 bar blues) recur *ad nauseam*. After considering timbre – sound differences between electric guitars and wooden xylophones – versions of hits may be arranged for small classroom groups on the understanding that results will be approximate. By temporarily shelving my inbred sense of tonality, I have conducted infants through certain celebrated works in the anarchic but recognizable style of the Portsmouth Sinfonia.

Ultimately, the most crucial variables in curriculum music are the tastes and abilities of individual teachers. This broad diversity inhibits uniform conceptual control of curriculum macrostructure. However, this is no criticism because unless a child is seriously learning an instrument or rehearsing for a formal event, total regulation is not desirable as it tends to remove adventure and fun from arguably the most abstract of subjects.

Alan Clayson teaches at Caversham Park C.P. School.

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Sines of the times

By Alan Coggins

The mere mention of the word can have a dramatic effect. Depending on the audience, it can be a centre of attention, a near-insult, the way to ruin a dinner-party – but seldom is there a complete absence of reaction to the word . . . synthesizer.

Feared, revered, variably described, whatever the personal view, it's very clear our . . . is here to stay. The whole issue of what we do with the thing, how we are to use it, has been debated at great length by the Musicians' Union and other professional bodies. It is time surely to look at the educational approach, and to evolve some sort of policy on the use of this development in musical instruments.

"Wanted – synthesizer ace". Advertisement in a local paper in connexion with the establishment of a jazz-rock centre for beginners. How does one teach synthesizer? So often now, a scant knowledge of the keyboard, coupled with the number of voicings the designer first thought of, divided by the amount of money available, results in what to many is a synthesizer performer. Given the frequent occurrence of "string" voices on many designs, it is not surprising that string-players react violently against the electronic box.

We have had examples of producers wanting to use two violins and a stringbox instead of a string section. We find now that even in student productions there is a move towards actually replacing strings by the electronic substitute (overheard from a student: "It'll save the bother of rehearsing a string section"). Then we have the brass and woodwind voicings – regarded again by many as an easy way out.

If there are to be any genuine studies in the use of the synthesizer, then those students must be taken through a whole course covering the characteristics of waveforms, the capabilities of various modulating devices – in other words, they need to know and understand the basic palette of the soundbox (and, of course, in a number of institutions such teaching takes place already). The problem of an electronic dual society emerges when some performers can actually plan a sound in advance, and create new sounds through understanding the devices at hand, and other "artists" spend vital studio time in uninformed switching and hoping.

Perhaps one way to achieve recognition and acceptance of the synthesizer as a "real" instrument is to establish a real training in its use, and to stop using it as a substitute. This attitude has to be encouraged from the very beginning – and many schools possess electronic studios. There is, then, a responsibility for teaching the right approach to electronic composition, not only in higher education but in schools where studios exist.

In turn this demands of the teacher a certain attitude, a responsible definition of what a synthesizer can do – and should not do. It demands a balanced critical approach: youngsters with a very basic keyboard technique, let loose on an electronic keyboard, are frequently led to believe that they are making huge musical strides when in fact the instrument is simply going through its paces. If we remember Schumann's famous remark concerning Chopin: "Hats off, gentlemen – a genius!", it might be worth calculating the opposite end of the range; this in turn might put into perspective the thousands of three-chord "artists" currently held in esteem by many, and help to establish unbiased attitudes from unions, fellow-professionals and critics. Instant foods we may have, but few great chefs use them! Instant music ...

There is a huge expansion in the use of computers in schools: the establishment has accepted their existence and use. Surely it is time now to begin real education in electronic music, using synthesizers and their peripherals? It may well be that there are now more schools equipped with electronic studios, large or small, than with pipe organs, or bassoons. Some examination boards recognize instrumental ability as a part of O and A levels – they include the conventional instruments, but how soon will the synthesizer become acceptable? How long must we wait before the first O and A level syllabuses appear which really cater for the electronic student?

It will happen, I would suggest, when work really start on the compilation of a suitable teaching programme, for use with O and A level music students. A programme which includes the everyday devices of the synthesizer, which teaches the student to create and build new sounds, to mix them, to listen critically to the results – and, perhaps most important, to reject the rubbish. A programme which destroys utterly and completely the idea that this instrument is going to replace most (if not all) of the others.

Perhaps our aural training should include an excerpt from an existing work – the Mendelssohn Violin Concerto would do nicely. Compare a few bars of the solo part, played by a violin, with the same bars played by an electronic "violin" voice. "Can't tell the difference?" The choice is simple – learn very quickly to distinguish, or give up music and go for something else.

Do I hear in the background the sound of many pens being put to paper, the protestations of "But we're already doing that!"? Splendid – tell the world, including the MU and its liaison officers: for in those corridors of power the fear has in one or two cases become a total misunderstanding which prevents true electronic composers from realizing their own original work. Everyone in the business knows that our music education industry turns out some remarkably good youth orchestras, choirs, jazz groups, soloists, etc. What is happening in the field of electronic composition and performance?

Young Musician of the Year ???? in Electronic Music, what a welcome change it would be, and – dare we say – forward-looking? Fear of the instrument will disappear when it is finally seen as having its own voices for its statements, and original statements at that. From what I have heard and read, Bach was pretty switched-on already – and, French cuisine being what it is, does Debussy really need Tomita sauce?

Alan Coggins is Associate Lecturer at The Middlesex Polytechnic.

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☐ b. We don't have full orchestral forces readily available.

☐ c. We're bored with much of the existing easy repertoire.

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EXTRA

Participation pop

Nick Baker reports on a Rock School workshop session for teachers

"Right, you lot – in you come . . . no, we can't do pop music this lesson, we did it last term and none of you would listen. Anyway, how can I cope with pop? I've got a music degree . . . I've been trained to read the dots . . . you can listen to pop music at home, in your own time . . . I've got 750 reports to write, so today we're going to listen to a piece of music by a man called Benjamin Britten, called The Young Person's Guide to the Orchestra . . ."

It sounds like a harassed music teacher starting off a music lesson for third-years on a wet Friday afternoon. In reality, it's course tutor Nic Bourne introducing another Rock School workshop session for music teachers, this time in Bristol.

Rock School now has two different strings to its bow. The first is the Rock School competition to find the best pop/rock band from schools all over the country. Already this year, 300 demo tapes of hopeful bands under 19 have been submitted and listened to by the organizers, educational publishers Syston Publishing, who in turn have been sponsored by the Trustee Savings Bank.

From these tapes, 60 bands have been selected to play in regional finals in Belfast, Edinburgh, Birmingham, Leeds, Exeter, Swansea, Norwich and Kingston upon Thames. From these, eight bands will be invited to compete in the national final which will take place on April third. The winners will receive a prize to the value of £1,750 and their school will receive £1,000 worth of equipment from Yamaha, who make musical instruments.

The second, increasingly important string is the series of workshops, operated throughout the country, free of charge, for music teachers who want to bring modern popular music into their classroom teaching, but don't quite know how to go about it. The workshops are run by ex-music teacher Nic Bourne, who has the unenviable task of covering the whole subject – appreciation through listening *and* approaches to practical work – in the space of a day.

None of the 23 music teachers and advisers at the Bristol session were in any doubt that music of this kind does have a place on the curriculum. All nodded in silent agreement as they watched a videotape of last year's competition, introduced on BBC's *Nationwide* by Professor Keith Swanwick of the University of London Institute of Education, who said in support of the Rock School idea: "You can't teach pop music from an 'I know it, you learn it' position. Many children may know more about it than the teacher, so it's a question of participation."

Nic Bourne's philosophy is that teachers should make their approach to pop music consistent with their style of teaching, so that it can fit in with a syllabus for the first three years of secondary school. He also favours the participation approach used in primary school music, rather than teachers having classes simply reproducing musical ideas "dished out" to them.

One of the biggest problem areas is getting pupils to listen to the sort of music that they daily use as "aural wallpaper". Bourne suggests that teachers should allow children to study the lyrics to songs while they listen, as well as encouraging them to focus on specific aspects of the music. He asked his class of teachers to listen to the Police's *Don't Stand so Close to Me* and write down literally everything that struck them about it. Perhaps surprisingly, while all the teachers were able to make some comment about the musical structure and content, none commented on the controversial lyric: "Young teacher, the subject of schoolgirl fantasy . . ."

However, Nic Bourne suggests that top 20 pop material shouldn't be used as "models" for imitating in practical work. His approach to the playing of pop emphasizes simplicity and accessibility. With this in mind he introduces a numerical system for keyboard playing and soon has a willing quartet of keyboard players performing a recognizably "poppy" piece. The teachers are admittedly all keyboard players to start with, but Bourne's instructions as to how the piece might be varied and developed are straightforward and effective.

Bourne has a novel way of stimulating lyric writing, often something that music teachers compartmentalize as being the domain of the English teacher. Brandishing a copy of the *Sun* he suggests that often, banner headlines can suggest song titles and choruses. He focuses on one: "BLAME ME!" it shrieks. It certainly sounds like the title of a chart-topper. He also found in his own teaching experience that getting boys to sing – a problem that seems insuperable in some musical situations can be achieved if it's their own original lyric that they're singing.

With the teachers on the course showing their appreciation by madly scribbling notes, Bourne goes through a number of helpful points, including how to use percussion effectively without damage to the eardrum, how to achieve and simply notate those difficult reggae rhythm patterns, how to develop melodic lines over straightforward chord patterns and how to extend pop music playing to areas outside the curriculum.

For the practical part of the workshop, Bourne divides the teachers into three groups and "commissions" three different pieces – one Reggae, one twelve-bar blues style piece (complete with an "anti-cliché" ingredient) and one straight pop tune. All are required to have accompanying lyrics.

The teachers, true to their role as a third year class, can't wait to get their hands on the enticing selection of electronic keyboards, electric basses and percussion instruments available. Bourne has deliberately not supplied any electric guitars, which he finds too daunting to music teachers and usually too much of a distraction to all but the most skilful of pupils. The pieces the teachers present, some hours later, range from creditable to accomplished.

For an event that's wholly sponsored from commercial sources, there's a pleasing lack of sales talk in the final session. One of the teacher's main problems is that the instruments they've used in the workshop would, if purchased by a music department, bite a sizeable chunk out of its budget. Bourne responds with the good news that the instruments are becoming cheaper, and that a reasonable monophonic synthesizer can be found for as little as £100. He also introduces his own set of worksheets, *You Can Write Pop Music*, which sensibly allows free classroom photocopying rights.

The Rock School Workshop does show that pop music in the classroom can be worthwhile fun. It also shows that teachers can't ignore the changes that the new technology is bringing to music making. A second wave of microchip technology, "Artificial Intelligence", will soon allow computers to take an active part in the composition of music, using simple tunes that have been fed in by pupils.

Market choice

Martin Walley reviews a range of synthesizers available for schools

The evolution of the synthesizer has taken place at a remarkable rate since the emergence of the crude machines of the 60s. This is a result of developments in electronics and the subsequent use by a greater number of composers and performers in all fields of music.

The earliest synthesizers were bulky, expensive and subject to many problems such as tuning instability – they belonged to the recording studio of the pop musician and experimental composer. However, over the last few years the work of many individuals such as Robert Moog has resulted in the production of a vast range of equipment, much of which is well-suited to the requirements of music departments in schools. A danger is to ignore this branch of music altogether, or to approach it without sufficient grounding in the fundamentals of design and operation.

The three elements of a synthesizer – the sound *sources, modifiers* and *controllers* – are simply an electronic means of producing, shaping and controlling sound. Until recently the sound source was always a VCO (voltage controlled oscillator), a device which generates pitch and waveform. In the recent past the DCO (digital controlled oscillator) was introduced by some manufacturers to give greater exactness of control. The sound generated by the oscillator may then be modified by the VCF (voltage controlled filter) which changes the blend of harmonics.

Another sound modifier is the VCA (voltage controlled amplifier) which in conjunction with the EG (envelope generator) of the control section produces the ADSR (attack, decay, sustain, release) characteristics of a sound. Other control elements include the keyboard itself and a control for "bending" the pitch of a note (pitch-bend wheel or joystick). On the most up-to-date equipment there is a programmer facility which is used to memorize and recall control settings.

At this point it is worth mentioning that with modern equipment there are no forbidden settings: it is impossible to cause damage by experimentation, and instruction manuals usually include settings which can be used as a starting point in the early stages of operation. Pupils of all ages will enthusiastically spend lengthy periods of time investigating the effect of carefully adjusting one control and, after a little practice, trying to imitate the timbre of an orchestral instrument or a sound heard on a record, providing invaluable experience of listening and analysis. Copies of a diagram of the facia of the synthesizer can be used to mark the positions of the controls when a good sound is obtained; with non-programmable instruments it is very easy to come up with a marvellous sound and then be unable to rediscover the setting of the controls to reproduce it.

The choice of synthesizer can be very daunting and the first step is to decide what use is to be made of the equipment – will it just be used for teaching and experimentation in the classroom, or will it be required for performance use by the school rock band or to provide incidental music and sound effects for the school play?

Financial considerations will probably govern the choice of monophonic synthesizer (which allows only one key to be played at a time) or polyphonic synthesizer which allows more than one key to be played at a time depending on the number of voices (six voices – six keys). Monophonic instruments can be obtained for less than £200 and polyphonic from around £700.

Monophonic sythesizers such as the Yamaha CS5, Yamaha CS15, the Korg MS10 and MS20 are most suited to classroom experimentation. The CS5 specification includes one VCO with a choice of two waveforms (sawtooth or square wave) and a six-position octave selector switch (2' to 64'), VCF, VCA, EG, a pitch bend control and a three octave keyboard. The CS15 has two VCOs and each of these may be modified independently by individual VCFs, VCAs and EGs.

Only one key at a time can be played – if two or more are pressed only the highest will produce a sound – but the oscillators can be tuned in unison or to any interval. Apart from the greater

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EXTRA

Market choice

continued

range of available sounds, the CS15 has the additional advantage of a headphone socket for individual listening by the player without the need for external amplification. The Korg MS10 and MS20 have similar specifications to the CS5 and CS15 but they use patch cords – short leads which plug into sockets on the front panel – to connect the various modules, allowing greater flexibility and possibly an increased understanding of what is being connected to what.

The Korg Poly-61 is a five-octave, six-voice polyphonic instrument with a 64-program memory which can be transferred to cassette tape. Although the recommended retail price is £985, it can be purchased for less than £700 and easily meets most teaching, experimental and performance requirements of a school. Each voice consists of two DCOs and the overall effect can be likened to controlling six two-oscillator monophonic synthesizers from one keyboard.

Classroom experimentation is made easy because of the eight-second tape interface facility which allows the player to save his individual programs in the same way that computer programs are stored. The sound quality of the Poly-61 is remarkable and, like the CS15 and MS20, a headphone socket enables an individual to work without disturbing anyone.

All of the synthesizers described would require some form of external amplification for group listening and performance. With a suitable lead they could be connected to a hi-fi system, a guitar or PA amplifier and speaker, or, more conveniently, a "combo" which includes both amplifier and speaker in the same unit. Costs can be kept down by second-hand buying or by building speaker cabinets for drive units obtained from firms such as Wilmslow Audio, Cheshire.

A keen fifth or sixth-form constructor might even consider building his own monophonic synthesizer such as the Powertran Transcendent 2000 (£165 plus VAT) which is supplied as a kit, complete with all components and casing.

Instruction manuals for particular models and manufacturers' literature are both good ways of becoming familiar with the range of products available and most shops will be happy to give good demonstrations and detailed advice. Publications such as *Melody Maker* include advertisements which offer substantial reductions on recommended prices in this increasingly competitive field.

One thing is certain – that given the resources to obtain equipment and the time in which to acquire an understanding, the inclusion of synthesizers in schools is an undeniable way of stimulating and encouraging an interest in music of all kinds.

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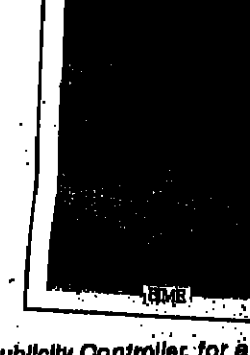

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Report from Germany

By David Biermann

On the face of it, the small Bavarian farming town of Dillingen-an-der Donau has little to offer the casual visitor other than a pleasant view over the river Danube and a curiously named local brew known as Konvikt-bier. In actual fact, however, Dillingen watches over and looks after the education of Bavaria, West Germany's largest *land*.

Dillingen's *Akademie fuer Lehrerfortbildung* (Academy for Educational Advancement) offers all Bavarian state-school teachers the opportunity to attend improvement courses in every subject taught in the region's schools. In the next six months, for example, nearly 350 courses are being organized. The costs of teachers attending all the courses, including travel, accommodation and tuition expenses, are borne by the *land*, and all teachers are expected to attend at least one appropriate course each year. Would that all teachers in Britain had such marvellous opportunities.

I was extremely fortunate to receive a Council of Europe grant to attend the course on "Song accompaniment and instrumental playing", held from January 2 to 5 this year. All the other 30 teachers attending the course were general-subject junior school teachers and also teachers at schools for the mentally and physically handicapped.

Two lecturers, Wilhelm Lehr and Konrad Diewald organized the entire course, which was divided into five parts:

1) A general introduction to all manner of percussion instruments;
2) The use of these instruments in accompaniments for songs and instrumental dance tunes;
3) Their value with regard to different styles of improvisation;
4) Learning in small tuition groups how to add acoustic guitar, electric bass guitar and keyboard accompaniments – for each instrument there were both beginners' and advanced groups;
5) Rehearsals, involving students playing their own instruments in combination with percussion instruments and synthesizers. Quite a prospectus for a four-day seminar.

At the opening of the course, Herr Lehr discussed Carl Orff's tremendous contribution to Bavarian music education and went on to say that nowadays teachers are coming into contact with a generation of children who believe that music is merely something that comes from pressing a few keys on a home computer. We must adapt our teaching methods and materials to cater for tomorrow's adults.

After Herr Lehr's thought-provoking address, we immediately embarked on Part 1 of the course. All the instruments we were about to use were carefully arranged around the room. Membrane instruments and metal untuned percussion were to the left of us, wooden instruments and drumkits in the centre, and tuned percussion and school-constructed instruments to the right, while we sat in a semi-circle. After we were introduced to the various instruments – many with exotic sounding names such as "wooden agogo", "vibraslap" and "torpedo", we took part in a number of warming-up games. First, with the untuned percussion, each person in the group played one sound in turn. The next player came in immediately the first sound became inaudible.

This proved an interesting game as it revealed our different hearing abilities. Next we experimented with varying shades of dynamics on the wooden instruments and with sounds of different lengths and speeds on the membrane instruments. Finally we added tuned percussion instruments to all the others to create a rondo with – uniquely – 31 different episodes. This proved a marvellous experience for many of the junior school teachers whose knowledge of *Orff schulwerk* up till then had been very limited.

While Part 1 of our course was mainly experimental, the remaining parts had more specific objectives. In Part 2, Herr Dietwold first introduced us to a useful set of symbols and colours for instruments and playing techniques. Crossed notes were used for metal instruments, while filled-in notes were used for wood and membrane instruments. Music for right and left hands was written out alternately in red and green while music for right and left feet (for the drum kits) was written out alternately in blue and brown.

The music that we used was shown to us on a large range of overhead projectors and episcopes. Our group began with different kinds of Spanish American dance accompaniments such as cha cha, rumba and samba, and then turned to modern dance accompaniments – soft rock, shuffle rock and reggae.

Part 3 proved to be a most carefully graded introduction to the subject of improvisation. We began by improvising a variety of rhythms on just one note, then proceeded to embellish a two-chord sequence by alternately using regular and irregular changes of pulse, rhythm and melody. We now split into three sub-groups; one improvising melodies and harmonies using the pentatonic scale; one preparing melodies above the flamenco chord sequence, and one working on the 12-bar blues pattern. Finally we combined together again for a rousing, uninhibited arrangement of Dave Brubeck's "In Your Own Way".

Easily the most intensive part of the course was Part 4, in which we split up into very small groups to study the roles of piano and guitar as accompanying instruments. Fortunately this meant that we could receive individual help as regards playing technique on our own chosen instruments, and we could also watch tuition sessions organized for other instruments. Both our teachers presented us with special booklets to assist us in learning tunes and chords, and we were expected to practise during lunchbreaks and in the evenings. As a complete novice, I joined the beginners' guitar group. To my surprise, in just four days I learned four chords, four styles of right hand playing and a superb English folk song entitled "Four Fat Ladies".

In the final section of the course, we formed a students' choir and orchestra to perform a large variety of songs and instrumental arrangements. Before starting we were reminded by our teachers that in organizing such sessions for schoolchildren it is essential to involve everyone in the performance. It is equally important to use appropriate instruments for the pieces concerned.

Without doubt, all teachers attending this magnificent seminar went away with an abundance of new ideas about teaching methods and materials. It seems that in the fields of both music and education we have much to learn from our German neighbours. Hopefully the arrival of 1985, European Music Year, will allow a great exchange of ideas to take place.

David Biermann is director of music at Peterlee Howletch Comprehensive School

Which course?

Choosing your Music Course. By Jennifer-Anne Lera.
UK Council for Music Education & Training/Able Children (Pullen Publications) Ltd £1.75. 0 0 907616 08 9.

Choosing your Music Course gives comparative details of 13 specialist music colleges in the UK – the Royal Academy and College, the Royal Scottish Academy, the Royal Northern, Leeds College, Huddersfield Polytechnic, Birmingham School of Music, Colchester Institute, the Guildhall, Trinity and London College, the Welsh College and Dartington.

They all offer a combination of courses including degrees, degree-equivalents and diplomas. Not included are university and polytechnic departments offering only first degree courses, although a complete list is given as an appendix, together with a list of colleges offering PGCE.

Details are supplied under headings such as entrance and audition requirements, contact hours for main and subsidiary instruments, opportunities for composition, conducting, opera, jazz, rock and early music studies, curriculum content and preparation for teaching. The tabular layout makes inter-college comparisons very easy and the range of headings ensures that most of the individual prospectus content is covered, excepting historical background and staff lists.

The latter, while it would make a survey such as this unwieldy, could be an important omission, since many intending music students make their choice on the basis of the reputation of the teacher of their particular instrument.

At least this is the case with the so-called prestige establishments with royal charters. One effect of the tables, however, is to emphasize the similarities of provision – Leeds College, Dartington and Colchester being exceptions. (Colchester appears to be the only establishment both equipped to deal with and actively encouraging handicapped students.)

The picture depends to some extent on the questions asked, of course: two that were not concern range of opportunities for pianists (some colleges restrict entry in this category) and provision for teaching "minority" instruments such as harpsichord, cornet, gamba or saxophone.

A more serious omission is information on the entry policies for different instruments. Some colleges now restrict entry according to orchestral proportions, while others go solely on ability. Prospective singers need to know which establishments operate the undergraduate solo singer ban, and to what extent, but this information is not included.

What is surprising is the seemingly small periods spent in ensemble music making – four to six hours is common, though the LCM, RCM and RNCM provide up to 12 hours. The prospective student cannot, of course, from this document gauge opportunities for extra-curricular playing, and this alone could determine a final choice. "Opportunities", like "broad", "basic", "wide", "high", "advanced" or "all-around" are words that any intending student should be extremely wary of in college prospectuses. There are more than enough of them in this booklet.

Andrew Peggie

MUSIC AT CHICHESTER COLLEGE OF TECHNOLOGY

A unique 2 year
DIPLOMA IN MUSIC
and B.E.D. course for students of 18 and over, involving 2 further years' study at West Sussex Institute of Higher Education.

Other options in INDIVIDUAL TEACHING and EARLY MUSIC

Minimum entry: 1 'A' level, 5 'O' levels

Details from: Head of Music and Drama,
Chichester College of Technology,
Westgate Fields,
Chichester,
Sussex PO19 1SB
Tel: 0243 786321 Ext. 245 (857)

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PRIMARY HEADSHIPS

continued

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
ABBEYDALE NURSERY FIRST AND MIDDLE SCHOOL
Abbeydale Road, Sheffield S7 1RB
Required for September, 1984 a Headteacher for this Group 7 school. This is one of the Authority's largest primary schools, serving an area of cultural diversity. The school had a Language Centre for which the Head is paid a special responsibility allowance.
This important post is vacant on the retirement of the present Headteacher.
Application forms and further details are available from the Chief Education Officer, (Teachers Division) to whom forms should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ by FRIDAY 2ND MARCH. (65173) 110010

SOMERSET

BERKLEY C.E.V.C. FIRST
BERKLEY
Nr. Frome
For September 1984, Head of this group 1 school.
Application form and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date 8 March 1984. (65137) 110010

SOMERSET

ELMHURST COUNTY JUNIOR
Street
For September 1984 if possible, Head for this group 6 school.
Application form and details (sae) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date 1st March, 1984. (65138) 110010

SOMERSET

HUISH EPISCOPI COUNTY PRIMARY
Langport
For September 1984, if possible, Head for this group 4 school.
Application form and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date 8 March 1984. (65139) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD
NEWBOLD GLEBE FIRST SCHOOL
Newbold-on-Avon, Rugby CV21 1EQ
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 3 school (96 on roll) with effect from 1st September 1984.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: PS/JT) to whom completed forms should be returned by 29th February 1984. (54767) 110010

SHROPSHIRE EDUCATION COMMITTEE

FLOREAT SALOPIA

ST. MARY'S R.C. (AIDED) PRIMARY SCHOOL,
New Park Road, Castlefields, Shrewsbury SY1 2SP

HEADSHIP
Group 4

Applications are invited from suitably qualified and experienced practising Catholics for the above Headship, which will become vacant at the beginning of the Autumn Term 1984.

Application forms and further particulars: (send s.a.e.) from: J. Boyers, Esq, B.A.,
County Education Officer,
The Shirehall,
Abbey Foregate,
Shrewsbury. SY2 6ND
Tel: (0743) 222515
to whom they should be returned by Tuesday, 6th March, 1984. (2763)

RHODES AVENUE J.M. & I SCHOOL
Rhodes Avenue, London N22 4UT

HEAD TEACHER

(Group 5) required for May 1984 or as soon as possible thereafter.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher. A Department of the Authorities Special School, Blanche Nevile, for hearing impaired children, of the appropriate age, is integrated within the school.

London Allowance (£987) payable.

Removal expenses – 100% allowed in approved cases. Further details and Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 24th February, 1984. (2972)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Deputy Headships Second Masters/ Mistresses

AVON COUNTY

ST PATRICK'S RC VA JM&I SCHOOL
Blackswarth Road, Redfield, Bristol BS5 8AS
Required from 1st September 1984, Deputy Head (Group 4). A dedicated and experienced Catholic teacher is required who will provide leadership in the curriculum and encourage co-operation between colleagues, parents and the community.
Letters of application to the Headteacher immediately, giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (65258) 110012

BERKSHIRE

ST. MARY'S JUNIOR SCHOOL
The Street, Mortimer, Reading RG7 3PB
N.O.R. 168
Required September 1984, DEPUTY HEADTEACHER (Group 4). Interest in Science, Music, Sports together with curriculum development an advantage.
Application forms available from the school (SAE).
Closing date March 9th, 1984.
Berkshire County Council is an equal opportunity employer. (65698) 110012

CAMBRIDGESHIRE

FOURFIELDS COUNTY PRIMARY SCHOOL
Queen Street, Yaxley, Peterborough
Tel: Peterborough 241608
Head Teacher: Mrs. C. Stevenson
PREVIOUS APPLICATIONS WILL BE RECONSIDERED
GROUP 4E
REQUIRED FOR EASTER OR SEPTEMBER, 1984:- DEPUTY HEAD TEACHER Experienced, enthusiastic and suitably qualified teacher for this semi-open plan village primary school. Applicants should be committed to the primary school philosophy and be prepared to teach through the primary age range as well as to lead at least one area of the curriculum.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date for receipt of applications 2nd March, 1984. (54763) 110012

ESSEX

DUNMOW C. OF E. JUNIOR SCHOOL
High Stile, Dunmow
(Roll 267)
Tel: Great Dunmow 2340
DEPUTY HEADTEACHER
(Group 6)
Required September, an able, energetic teacher, well versed in modern methods and committed to a child-centred approach to work with newly appointed Headteacher.

ST. PETER'S C. OF E. PRIMARY SCHOOL
Sible Hedingham, Halstead CO9 3NR
(Roll 256)
Tel: Hedingham 60362
DEPUTY HEADTEACHER
(Group 5)
Required September, suitably qualified experienced teacher, with initiative and organising ability, prepared to take an active role in continuing development of curriculum over whole primary age. Closing date for both posts: 2nd March, 1984.
Application forms and further details for both posts available from the Area Education Office, Crossman House, Station Approach, Braintree CM7 6QA (foolscap s.a.e. please). (54525) 110012

HERTFORDSHIRE

JUPITER DRIVE J.M.I. SCHOOL
Jupiter Drive, Hemel Hempstead
Tel: Hemel Hempstead 59860
DEPUTY HEAD - Group 3
Required for 1st May or as soon as possible thereafter, an enthusiastic and experienced teacher.
Apply by letter to the Head enclosing curriculum vitae and names and addresses of two referees (s.a.e. please). (61377) 110012

Scale 2 Posts and above

CAMBRIDGESHIRE

PRIORY JUNIOR SCHOOL
Required for September 1984 class teacher with responsibility for Music. Scale 2.
Application form and details from the Head, Gaifrid Road, Cambridge CB5 8ND (s.a.e. please) (Tel: Cambridge 241331). (54756) 110020

Wiltshire
Primary Education

HEADSHIP POSTS

ELDENE INFANTS' SCHOOL, Swindon
Group 4 Expected N.O.R September 1984, c. 155
Head Teacher required for September. Applications are invited from suitably qualified and experienced teachers. The school is housed in a pleasant modern building of "open-plan" design on a large site in a residential area of east Swindon.
Application form and further details (S.A.E. please) from and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wiltshire SN1 1QH by 28th February, 1984.

PINEHURST INFANTS' SCHOOL, Swindon
Group 4 Expected N.O.R September 1984, c. 175
Applications are invited from suitably qualified and experienced teachers for the Headship of this school which falls vacant in September 1984 on the retirement of the present Head Teacher.
Application form and further details (S.A.E. please) from and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wiltshire SN1 1QH by 28th February, 1984.

SEAGRY C.E. CONTROLLED SCHOOL
Upper Seagry, Chippenham SN15 5EX
Group 2 N.O.R 52
Head Teacher required from 1st September 1984.
Seagry School has three classes and is housed in excellent buildings which include a hall. The school is attractively situated beside the Parish Recreation Field and adjacent to open country.
Application forms and further details (S.A.E please) from and returnable to: The Chief Education Officer, Education Department (ST/T/NJF), County Hall, Trowbridge BA14 8JB. Closing date for applications is 27th February 1984.

SEVEN FIELDS INFANT AND JUNIOR SCHOOL, Swindon
Group 4 Expected N.O.R January 1985, c. 150
Head Teacher required for September for this modern primary school on the northern outskirts of Swindon.
Application form and further details (S.A.E please) from, and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wiltshire SN1 1QH by 7th March, 1984.

DEPUTY HEADSHIP POST
WYNDHAM PARK COUNTY INFANTS SCHOOL
Wyndham Road, Salisbury SP1 3OQ
Group 4 Estimated N.O.R. April 1984 – 230
Re-Advertisement
Deputy Head required for September, 1984. Applications are invited from enthusiastic experienced Infant Teachers able to make a positive contribution to curriculum development throughout the school.
Application form and further details (S.A.E please) from and returnable to the Headmistress by the 16th March, 1984. (2981)

Buckinghamshire
Milton Keynes Area

CORNHILL COUNTY FIRST SCHOOL,
Jonathans, Coffee Hall, Milton Keynes.

Head Group 3

The Headship will be available from April 1984, due to the retirement of the present postholder.

This is a purpose-built first school for pupils aged five to eight years. There is an exciting and dynamic ethos in the school and in the new city and this post offers to an experienced and enthusiastic teacher a great opportunity to use innovative and development skills.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from J. A. Ginnever BSc, MEd, Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. Previous applicants need not reapply. (2878)

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.

HEADSHIP

POYLE COUNTY FIRST SCHOOL, Colnbrook.
Headteacher required from the commencement of the Autumn Term 1984 for this Group 2 First School for pupils aged 5 – 8 years.
N.O.R. (January 1984) 37.
Salary scale £9,504 – £10,536 p.a.
Application form and further details available from County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames, Surrey KT1 2DJ. Completed applications should be completed not later than 4 March 1984. (2927)

Headteacher

SOUTHBOURNE COUNTY INFANTS SCHOOL, New Road, Southbourne, Emsworth, Hants. PO10 8JX
(Group 3, 133 on roll)
Required September 1984, for this Group 3 modern infant school, on the retirement of the present Headmistress.
Form and details from Area Education Officer, Ambassador House, Crane Street, Chichester, PO19 1TP. Closing date 2nd March 1984. (2940)

West Sussex COUNTY COUNCIL

Deputy Headteacher
Group 4

Cheam C of E Junior Boys' School (Aided)
Maiden Road, Cheam

READVERTISEMENT

Required from 30 April or 1 September 1984.
Applicants must be communicant members of the Church of England.
The school has approx. 160 boys on roll and strong links with the Parish Church.
Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL (S.A.E. please). 24 hour telephone answering service 01–661 5741.
Closing date: 1 March 1984

London Borough of Sutton (2910)

PRIMARY EDUCATION
continued

BARNET

LONDON BOROUGH
REQUIRED APRIL, 1984:-
MARTIN J.M. SCHOOL
High Road, East Finchley, N2 9BB
Roll 317
Experienced teacher for Junior Age Range with the ability to become responsible for Music throughout the school. Scale 2 for suitable applicant. Please state special interests.
In approved cases assistance may be given towards the payment of removal expenses and separation allowance.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 24th February, 1984. (65279) 110020

BARNET

LONDON BOROUGH
Required September 1984
MONKEN HADLEY C.E.
J.M.I. SCHOOL
Camlet Way, Monken Hadley, Barnet EN4 0NJ
Roll 100
Experienced teacher for Lower Juniors or Upper Infant Class, to be responsible for Music throughout the school. Practising Anglican preferred. Scale 2 for suitable candidate.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 2nd March 1984. (65541) 110020

BARNET

LONDON BOROUGH
MONKEN HADLEY C.E.
J.M.I. SCHOOL
Camlet Way, Monken Hadley, Barnet, EN4 0NJ
Roll 100
Required September 1984. Experienced teacher for Lower Juniors or Upper Infant Class, to be responsible for Music throughout the school. Practising Anglican preferred. Scale 2 for suitable candidate.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 2nd March 1984. (65766) 110020

BRENT

LONDON BOROUGH OF BRENT
UXENDON MANOR JUNIOR MIXED & INFANTS' SCHOOL
Vista Way, Kenton, Harrow HA3 0SH
(Roll 319)
Required from Summer Term if possible, although candidates only available from September would be considered - JUNIOR/INFANT CLASS TEACHER with proven experience in the specialist area of MUSIC. A Scale 2 post is available for a suitably qualified candidate with responsibility for the co-ordinating of peripatetic staff. Violin, cello, double bass and recorder are taught by visiting musicians.

FURNESS JUNIOR MIXED SCHOOL
Furness Road, NW10 5YT
(Roll 198, Social Priority School)
Required from Easter or September - Enthusiastic Primary Class TEACHER with an interest in Art and Craft. Scale 2 available for suitable applicant. Previous candidates will be considered.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (65293) 110020

CAMBRIDGESHIRE

Huntingdon Area

LITTLE PAXTON C.P. SCHOOL
Gordon Road, Little Paxton, Huntingdon

Required for Easter, an experienced Scale 2 teacher for an Upper Infant/Lower Junior class. Responsibility for the development of project work and humanities resources.
Application forms and further details from the Headmaster (SAE please). Closing date 5th March. (54780) [illegible]

CAMBRIDGESHIRE

HUNTINGDON AREA

SAWTRY JUNIOR SCHOOL
Green End Road, Sawtry, Cambs.

Required for Easter or September, Teacher with special responsibility for MUSIC. Scale 2 post available for suitable applicant.
Letters of application and c.v. to the Head Teacher. Closing date 7th March. (50653) 110020

DEVON

Please see displayed advertisement on Page 47. (61381) 110020

DORSET

ST MARY'S RC (AIDED) PRIMARY SCHOOL
Old Mill Lane, Marnhull, Sturminster, Newton
(Roll 120)
TEACHER (Scale 2) required from September 1984 for Top Infants and to be responsible for Music throughout the School.
Candidates should be of the Roman Catholic faith and should preferably hold the Catholic Religious Teachers Certificate.
Application forms, returnable to the Headmaster by 5th March, from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap sae). (54309) 110020

HARROW

EDUCATION COMMITTEE
VAUGHAN MIDDLE SCHOOL
Vaughan Road, West Harrow, Middlesex HA1 4EL
Tel: 01-427 7282
SCALE 2
Required for September 1984. Applications are invited from experienced class teachers who are qualified to co-ordinate and develop the teaching of French to Middle school children (8 - 12 year olds). This school is due to amalgamate with Vaughan First School in September 1984.
Applications from teachers with broad class teaching experience through the First and Middle school age ranges and with ability to play the piano will be especially welcomed.
Application forms from and to be returned to The Headteacher by Wednesday, 29th February, 1984. Please enclose a stamped addressed envelope.
Harrow is an equal opportunity employer. (63549) 110020

HERTFORDSHIRE

BOVINGDON INFANTS SCHOOL
St. Lawrence Close, Bovingdon, Hemel Hempstead
Required for May 1984 an experienced and resourceful Infant Teacher to take charge of a reception class. Scale 2 post with responsibility for music throughout this school.
Further details and application forms available from the Head. Please enclose s.a.e. (54317) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
NEW CITY PRIMARY SCHOOL
New City Road, London E13 9PY
Head Teacher: I. Hunt
Number on roll: 350 + 60 F.T.E. Nursery
Teacher I/C Art, Craft and Display
Scale 2
Required Easter 1984. Good classroom teacher, with infant experience and expertise, to develop Art, Craft and Display throughout the school.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from Director of Education to whom completed form should be returned by 28th February 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD. (65256) 110020

WALTHAM FOREST

UNATTACHED NURSERY STAFF
Scale 2
Required for September or a.s.a.p.
See our advertisement under Nursery, Scale 2. (54108) 110020

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER OR A.S.A.P.
PERMANENT SUPPLY TEACHERS
To work in a variety of Nursery, Infant, Junior and Primary Schools throughout the Borough, covering the short term absences of teaching staff. Adaptability to a wide range of teaching circumstances is essential together with successful teaching experience throughout the primary age range. Candidates are invited to outline their views on Primary Education.
Scale 2 + London Allowance.
Application form available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, E10 5QJ.
Closing date: 2nd March. 1984 Ref. No. P575. (54524) 110020

Scale 1 Posts

BEXLEY

LONDON BOROUGH
The Authority has a number of full and part-time vacancies for Primary trained teachers from the start of the Summer Term 1984. Closing date for applications 2nd March 1984.
London Area Allowance £645, assistance with removal expenses, legal fees and disturbance allowance can be considered.
Request for application forms (enclosing foolscap sae) to Chief Education Officer for Schools, ref. T6, Town Hall, Crayford, Kent DA1 4EN. (50694) 110022

BEXLEY

LONDON BOROUGH
ST. FIDELIS RC PRIMARY SCHOOL
Erith, Kent
Teacher required for Summer Term 1984 at this Group 5 School to take an Infant class of mixed age groups. Applicants must be practising Catholics with the Catholic Teachers Certificate and should state curriculum interests. Scale 2 post for suitable applicants.
London Area Allowance £645, assistance with removal expenses, legal fees and disturbance allowance can be considered.
Requests for application forms (enclosing foolscap sae) to Chief Education Officer for Schools, ref. T6, Town Hall, Crayford, Kent DA1 4EN. (50695) 110022

BRENT

LONDON BOROUGH OF BRENT
ST JOSEPH'S R.C. JUNIOR MIXED SCHOOL
Chatsworth Avenue, Wembley HA9 6BE
(Roll 245)
Required from March - JUNIOR TEACHER (Scale 1) with ability to take boys games an advantage. Practising Catholic preferred.
Applications (sae) should be sent to the Clerk to the Governors, 12 Kingsway, Wembley HA9 7QR.
Required from 27th February - Temporary Post for JUNIOR TEACHER (Scale 1). Practising Catholic preferred.
Applications (sae) should be sent to the Clerk to the Governors, 12 Kingsway, Wembley HA9 7QR.
Required from Summer Term - JUNIOR TEACHER (Scale 1). Ability to teach French an advantage. Practising Catholic preferred.
Application (sae) should be made to the Clerk to the Governors, 12 Kingsway, Wembley HA9 7QR.
London Allowance of £987 per annum is payable. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (65294) 110022

BRENT

LONDON BOROUGH OF BRENT
CHAMBERLAYNE WOOD JUNIOR MIXED AND INFANTS SCHOOL
Chamberlayne Road, NW10 3NT
(Roll 320, Social Priority School)
Required from 1.5.84 to 6.7.84 - Temporary TEACHER (Scale 1) to work in the JUNIOR DEPARTMENT to cover a teacher's secondment.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (54537) 110022

BRENT

LONDON BOROUGH OF BRENT
OUR LADY OF LOURDES R.C. JUNIOR MIXED & INFANTS SCHOOL
Wesley Road, NW10 8PP
(Roll 338)
Required for the summer term - Temporary TEACHER (Scale 1) for MIDDLE INFANTS to cover maternity leave. Practising Catholic preferred to join this well-equipped modern school.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (54538) 110022

BRENT

LONDON BOROUGH OF BRENT
BARHAM JUNIOR MIXED AND INFANTS SCHOOL
Danethorpe Road, Wembley HA0 4RQ
(Roll 512)
Required for 2 terms commencing April 30th - TEACHER for Fourth Year JUNIOR Class (vacancy due to secondment). The successful applicant must have a sound knowledge of primary Curriculum and Practice. The school will be involved in a Pilot Scheme for World Studies. Possibility of a Scale 3 with responsibility for Language throughout the Junior Department.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (54539) 110022

CAMBRIDGESHIRE

THE BEECHES COUNTY PRIMARY SCHOOL
Beech Avenue, Peterborough PE1 2EH
Tel: Peterborough 43897
Head Teacher: Mr J.F. Shearman
GROUP 6
REQUIRED FOR EASTER 1984 (OR AS SOON AS POSSIBLE THEREAFTER): Scale 1 teacher for a class of middle and top infants. Experience of working in a multi-racial/cultural school desirable as is a willingness to teach other age-groups within the Primary range.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date for receipt of applications 2nd March, 1984. (50654) 110022

CAMBRIDGESHIRE

HUNTINGDON AREA

CROSSHALL C.I. SCHOOL
Great North Road, Eaton Ford, Cambs.

Required for September, Assistant Teacher (Scale 1) for this open plan school. Please state particular interests/curriculum expertise.

Application forms and further details from the Acting Head Teacher (SAE please). Closing date 2nd March. (50689) 110022

CARDIFF

HOWELL'S SCHOOL
Llandaff
in association with G.P.D.S.T.
520 girls 11 - 18; junior department opening September 1984
Required for September, an experienced junior-trained teacher with initiative and enthusiasm to participate in the development of the new Junior Department (girls aged 7 to 11). Please state special skills and particular areas of interest. Burnham Scale 1.
Apply by letter (no forms) to the Headmistress, enclosing curriculum vitae and names and addresses of two referees. (54325) 110022

DONCASTER

OUR LADY OF MOUNT CARMEL RC PRIMARY SCHOOL
Sandringham Road, Doncaster DN2 5JG

Tel: Don. 49743

Required for September 1984, or earlier if possible, Scale 1 junior trained teacher, preferably with Music.

The successful candidate should be a practising and committed Catholic.

Application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP to whom completed forms should be returned as soon as possible. (65142) 110022

EALING

LONDON BOROUGH
EDUCATION SERVICE
Required as soon as possible, experienced Supply Teachers able to teach in First, Middle and High Schools.
Salary pro rata to Scale 1. London Weighting £987.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU, to be returned by 2 March 1984 (SAE). (54329) 110022

ENFIELD

LONDON BOROUGH OF ENFIELD
OUR LADY OF LOURDES R.C. PRIMARY SCHOOL
The Limes Avenue, New Southgate, N11
Required for September 1984, (or Easter 1984 if possible), Scale 1 teacher. Ability and willingness to teach all ages in our Infant Department of 4 to 7 year olds. Practising Roman Catholic essential.
Application forms (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver St., Enfield EN1 3XQ, to be returned to the Head Teacher at the school as soon as possible. (65275) 110022

ENFIELD

LONDON BOROUGH OF ENFIELD
Scale 1 PRIMARY TEACHERS, particularly INFANT, required for a small number of temporary posts.
Please state if you are seeking a first appointment. Previous applicants will be considered.
Application forms (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver St., Enfield EN1 3XQ. Completed forms to be returned as soon as possible. (65280) 110022

HARROW

EDUCATION COMMITTEE
CEDARS FIRST SCHOOL
Whittlesea Road, Harrow, Middx.
428 5845
Required, as soon as possible, an enthusiastic, lively and adaptable teacher to work with groups of children with special needs in years 5, 6 & 7 in the first instance. However, the teacher must be prepared to teach the 2nd term reception class at Easter if deemed necessary.
This is a temporary appointment until August, 1984.
Send S.A.E. for application forms from and to be returned to the head of the school by Monday 27.2.84.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (54337) 110022

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

ST. MARY MAGDALEN'S R.C. PRIMARY SCHOOL
Worple Street, Mortlake, London SW14 8HE

INFANT TEACHER SCALE 1

Required for the beginning of the Summer Term 1984. Initially an unestablished post for one term with the possibility of an established appointment in September. Applicants should be committed, practising Catholics willing to contribute to the general life of the school. Visits welcome.

PART-TIME (0.5) TEACHER.

Required for the Summer Term only a teacher to work on a 0.5 basis mainly doing group work throughout the school.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at the school by 2nd March. (54752) 110022

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR MARCH, 1984
CANN HALL INFANTS SCHOOL
Cann Hall Road, London E11
Head: Mrs. A. Field
Experienced Teacher for Top Infants Class to cover for a maternity leave. Scale 1 + London and Social Priority Allowance.
Application forms available on receipt of s.a.e. from and returnable to the Headteacher.

Ref: P576. (54319) 110022

WALTHAM FOREST

MISSION GROVE INFANTS' SCHOOL
Nursery Teacher, Scale 1
See our advertisement under Nursery, Scale 1. (54113) 110022

Teaching in the Third World is an education in itself. See under Overseas Section. (54138)

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

ST. OSMUND'S R.C. PRIMARY SCHOOL
Church Road, Barnes, London SW13 9HQ

Required for the summer term only an experienced infant teacher, keen to work in a semi-open plan situation with responsibility for 5 to 6 year olds. An ability to take music would be an advantage. Committed Catholic essential.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at the school by 9th March. (54781) 110022

Middle School Education

Headships

EALING

LONDON BOROUGH
EDUCATION SERVICE
CHRIST CHURCH CE MIDDLE SCHOOL
New Broadway, Ealing, W5 2XA
HEAD requied for September. Applicants should be communicant members of the Church of England.
Group 5 salary plus £987 London Weighting.
Application forms (SAE) and further details available from the School to be returned by 2 March 1984. (54330) 120010

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
ST. BLAISE R.C. MIDDLE SCHOOL
Newhall Road, Bradford 4
Required for September 1984, a suitably qualified and experienced teacher for the Headship of this Group 7 (plus social priority allowance) Middle School which caters for pupils in the 10 - 13 age range. There are at present 580 pupils on roll. The successful applicant should be prepared to sign the CEC contract of employment.
Application forms and further details available from the Directorate Personnel Office, 4th Floor, Provincial House, Bradford BD1 1NP. Completed forms should be returned by Friday, 2nd March 1984 to the Chairman of Governors, Rev. Canon J. Lyons, St. Winefride's Presbytery, 9 St. Paul's Avenue, Bradford 6.
Reference: ET12984/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability - unless otherwise stated. (54989) 120010

ESSEX

WILLIAM DE FERRERS SCHOOL
Trinity Square, South Woodham Ferrers CM3 5JU
(Roll 400)
Tel: Chelmsford 329555
HEAD OF MIDDLE SCHOOL, Scale 3
Required for September 1984, experienced teacher for this new post. This is a developing comprehensive school with 1 - 3 years only from September (eventual size 1,400).
Application forms and further details available from the Headteacher. (foolscap s.a.e. please). (54522) 120010

Deputy Headships Second Masters/ Mistresses

ROME

ST. GEORGE'S ENGLISH SCHOOL
requires a Deputy Head (Curriculum).
Please see Overseas Section. (65528) 120012

By Subject Classification

Humanities

Scale 1 Posts

NORTH YORKSHIRE

FRIENDS' SCHOOL
Great Ayton, North Yorkshire

(Co-educational boarding and day school for pupils between 11 and 18, under the care of Durham General Meeting of the Society of Friends)

MIDDLE SCHOOL TEACHER

Required for September 1984 to teach pupils 11 - 13. Humanities prominent in timetable, but some science/mathematics might be helpful. Boarding duties are required and accommodation may be available for married or single applicants if desired. A willingness to help with games would be an advantage. The post is initially offered for the school year 1984-85.

Further details from: The Headmaster, Friends' School, Great Ayton, Middlesbrough TS9 6BN. Tel: 0642 722141. (54229) 123222

Other than by Subject Classification

Scale 1 Posts

HARROW

EDUCATION COMMITTEE

WELDON PARK MIDDLE SCHOOL; Wyvenhoe Road, South Harrow, Middlesex HA2 8LS

01-422 4304

A temporary teacher SCALE 1 is required for the Summer Term to take a class of ten year old children. The ability to teach French and either Music or Dance would be an advantage.

Application forms from and to be returned to The Headteacher by Wednesday 7th March 1984.

Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (54336) 125622

Secondary Education

Headships

BERKSHIRE

MEADWAY COMPREHENSIVE SCHOOL
The Meadway, Tilehurst, Reading, Berkshire
N.O.R. 1000 (11 - 18 mixed Comprehensive)
Required for September 1984, HEADTEACHER (Group 10).
Application forms and further details from the Director of Education (EB/SS), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE). Closing date March 7th, 1984.
Berkshire County Council is an equal opportunity employer. (50656) 120010

GWYNEDD

CYNGOR SIR GWYNEDD
Cynllun Blaengar Addysgol Dechnegol a Galwedigaethol (T.V.E.I.)
Cymeradwywyd cais Cyngor Sir Gwynedd dan gynllun C.B.A.D.G. gan Gomisiwn Gwasanaethu'r Gwaithwyr a gwahoddir ceisiadau ar gyfer Ebrill 1984 am swydd:
CYD-GYSYLLTWR
(Cyflog Prifathro Grwp 9).
Amodau gwaith y Cyd-Bwyllgor Canedlaethol. Lleolir y cynllun yng nghylch Ynys Mon a Bangor a ddarbydir i'r cyd-gysylltwr ddyletswydd gyfrifoldeb am reolaeth gyffredinol o'r cynllun.
Ffurflen gais a manylion pellach i'w cael gan y Cyfarwyddwr Addysg, Swyddfa Addysg, Lon Priestly, Caernarfon. (Anfoner [illegible] wedi'i chyfeirio a'i stampio).
DYDDIAD CAU: 24 CHWEFROR 1984.
(The above is an advertisement for the post of T.V.E.I. Project Co-ordinator in Gwynedd).
Gwilym E. Humphreys, Cyfarwyddwr Addysg. (50613) 120010

SECONDARY HEADS/DEPUTY HEADS CONT

Applications are invited for the following posts that fall vacant from September 1984:

Headships

Middle Schools

Sandham Middle School Perowne Way, Sandown	Age range 9–13 years 434 on roll Group 6

Deputy Headships

Secondary

Ryde High School Pell Lane, Ryde	Age range 13–18 years 1042 on roll, 170 in Sixth Form. 11 F.E. Mixed Comprehensive.
Cowes High School Crossfield Avenue, Cowes	Age range 13–18 years 1098 on roll, 143 in Sixth Form. 12 F.E. Mixed Comprehensive.

For above two posts see further details under Secondary Headships Section.

Application and further details from the County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD, to whom they should be returned by 4th March, 1984. (2923)

Isle of Wight County Council

BISHOP WARD CATHOLIC COMPREHENSIVE SCHOOL
Dagenham, Essex
Voluntary Aided (6 F.E.) Boys' 11–18

Following the unfortunate death of the Headteacher Designate the Governors invite applications for the appointment of

Headteacher

from 1st September 1984.
The successful applicant will be a practising Roman Catholic teacher with good honours or higher degrees and relevant experience.

Group 9 Salary £15,027 – £16,281 per annum plus Inner London Allowance of £987 per annum.

Reimbursement of removal expenses in approved cases.
Application forms and information concerning the School, are available from the School Secretary, Bishop Ward Catholic Comprehensive School, Wood Lane, Dagenham, Essex RM8 1JT, to be returned to the Chairman of Governors at the School by 12th March 1984 (s.a.e.). (2965)

Barking & Dagenham
LONDON BOROUGH

LONDON BOROUGH OF MERTON EDUCATION COMMITTEE

HEADSHIP

Garth High School, Lilleshall Road, Morden, Surrey. SM4 6DU. Tel No. 01-648 4904. No. on roll: 813.
Applications are invited for appointment September 1984 to the Headship (Group 10) of this comprehensive mixed high school for pupils aged 13/18 years.
London allowance £987. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from:
The Director of Education
Education Department
Station House
London Road
Morden, Surrey SM4 5DR.
Please enclose a stamped addressed envelope.
Closing date: 9th March, 1984. (2984)

HEADSHIP

COUNTY UPPER SCHOOL
Bury St Edmunds
Group 11 Ages 13–18

Applications are invited from suitably qualified and experienced teachers for the post of Head of this 13–18 mixed comprehensive school with 940 pupils on roll (135 in sixth form).
The appointment will date from the beginning of the Autumn Term 1984.
Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (SAE please) and completed forms should be returned by 2nd March, 1984. (2974)

Suffolk County Council

Re-Advertisement

HEADTEACHER

Required September 1984.
COLBAYNS COUNTY HIGH SCHOOL (Group 13, 11–18 Comprehensive), Pathfields Road, Clacton-on-Sea

Removal and disturbance allowance scheme in operation.
Closing date: 5th March, 1984.

Please send foolscap sae for form and details to County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD (2908)

ESSEX County Council

NORFOLK

HEAD

HAMOND'S HIGH SCHOOL SWAFFHAM
(Group 11)

Required from September 1984 for this co-educational all-ability High School, 12–18 age range.
Application forms and further details may be obtained from the County Education Officer, Room 32, County Hall, Norwich, NR1 2DL on receipt of a stamped addressed foolscap envelope.

Closing date for applications 2nd March, 19084. (2983)

HEADSHIP

Brimsham Green School, Broad Lane, Yate, Bristol BS17 5LB.
11–18 co-educational comprehensive school.
Salary in accordance with Group 10.
Vacancy from 1st September, 1984.
Further details and application form, returnable by 9th March, from Director of Education, PO Box 57, Avon House North, St James Barton, Bristol BS99 7EB. Please enclose sae.
2ND RE-ADVERTISEMENT
Avon is an equal opportunities employer.
Education Department (2913)

Avon County Council

NORTH YORKSHIRE COUNTY COUNCIL
HARROGATE GRANBY HIGH SCHOOL (GROUP 13)

Applications are invited from suitably qualified and experienced candidates for appointment as

HEAD

of this 11–18 co-educational comprehensive school. The post is available from 1 September 1984.
The School, which is one of five comprehensive schools serving Harrogate and the surrounding rural area, has approximately 1740 on roll, including 200 in the Sixth Form.
Further details and application forms are available, on receipt of s.a.e, from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE, to whom completed forms should be returned by Monday 27 February 1984. (2767)

Leicestershire

MELTON MOWBRAY
SARSON HIGH SCHOOL

Head

GROUP 9

HEAD required August for this well established Leicestershire Plan High School (11–14) which will have approximately 550 on roll next year. This interesting and demanding post calls for energy, imagination and a concern for the educational needs of the individual pupils. The successful candidate will need wide and substantial experience in comprehensive schools, preferably at Deputy level.
Details on request (s.a.e.)
Apply (no forms) with full particulars, curriculum vitae, and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 5th March 1984. (2947)

EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and/or experienced people regardless of race, disability, sex or marital status.

NORTHAMPTONSHIRE

BISHOP STOPFORD SCHOOL
Headlands, Kettering, Northants NN15 6BJ

Voluntary aided, Church of England, Comprehensive School

928 pupils including 92 in the sixth form

DEPUTY HEAD

(Group 10)

For September 1st. 1984.

Applications are invited from practising Christians who are experienced and qualified, to join the Senior Management team of this school and take particular responsibility for the organisation of the curriculum and associated areas.

Further information and forms can be obtained from the school office (SAE please). (65263)

130012

NOTTINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:-

SUTTON CENTRE COMPREHENSIVE SCHOOL
High Pavement, Sutton-in-Ashfield, Notts. NG17 1EE

Headmaster: T. King J.P.

B.A. Mixed: 1168 (11 - 18)

BEXLEY

LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith DA8 3BN
Tel: Erith 48231
Co-educational, catering for entire ability range
Required for April 1984, or as soon as possible, teacher to join Remedial Department (Scale 1), full-time or part-time, working principally, but not exclusively, with children in Years 1, 2 and 3.
L.L.A. £645. Assistance with removal expenses, legal fees and disturbance allowance, can be considered.
Requests for application forms, enclosing foolscap s.a.e., should be sent to the Headmaster. (50693) 131022

By Subject Classification

Arts and Design

Heads of Department

ENFIELD

LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Rd., London N9 9TN
Founded 1624
Voluntary Aided Grammar School
(1220 boys and girls: 300 in Sixth Form)
Required for September 1984, HEAD OF ART (Scale 3). The School's Art Block is currently being remodelled and enlarged and will offer fine opportunities for the con-

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St. David's High School, Saltney
(11–18, 770 pupils)
Head — D. H. Davies, B.A., M.Ed.
Required for September 1984:

DEPUTY HEAD — GROUP 10

Applications are invited from suitably qualified and experienced teachers for the post of Deputy at this mixed comprehensive school. There will be a substantial teaching committment.

Application forms and further particulars may be obtained from the undersigned, to whom completed forms should be returned by March 5th.

JOHN HOWARD DAVIES
Director of Education
Shire Hall, Mold
8.2.84
(2920)

CLWYD COUNTY COUNCIL

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION COMMITTEE

Required for September 1984

DEANSFIELD HIGH SCHOOL

(11-16 mixed comprehensive – Group 10)

SECOND MASTER/MISTRESS

Applications are invited from well qualified teachers with appropriate experience at a senior level for the post of Second Master/Mistress at the above school which includes a Unit for the Hearing Impaired.
The post will involve particular responsibility for liaison with feeder schools and the community, staff welfare and development and pupils with special educational needs. There will also be a teaching commitment.

THE PARKFIELD SCHOOL

(11-18 mixed comprehensive – Group 11)

SECOND MASTER/MISTRESS

The successful candidate will form part of a management team which administers the pastoral, curricular and organisational functions of the school. The specific nature of the duties will depend on experience and qualifications of the person appointed.
Application forms and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 14 days of this advertisment. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (2936)

WOLVERHAMPTON centre of progress

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(Roll 760)
Tel: 01-500 2738
REMEDIAL TEACHER, Scale 1
Fixed term contract during maternity leave. To work under Head of Department.
Applications to the Headteacher at the school (foolscap s.a.e. please). (54111) 131022

TEMPORARY PART-TIME TEACHER OF ART, Scale 1
Required for Summer Term. Should be able to offer painting, drawing, printmaking and History of Art at Sixth Form level.
Further information and application forms from the school (foolscap s.a.e. please). (54520) 131222

THE FRANCES BARDSLEY SCHOOL
(Roll: 1,136 girls), Brentwood Road, Romford, RM1 2RR. Tel: Hornchurch 47368.
Headteacher: Mrs J. R. Irwin-Hunt, MA

DEPUTY HEADTEACHER

Group 11
Salary min £12,843 to max £14,073 plus £645 London Weighting
Applications are invited from well qualified Teachers with successful experience and proven administrative and organising ability for the post of Deputy Head in this 11–18 Girls' Comprehensive School.

Application forms and further details are available (sae please) from the Director of Educational Services (Ref. Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR. (2963)

Havering

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COMPUTER STUDIES

continued

Scale 2 Posts and above

CROYDON

LONDON BOROUGH OF CROYDON

COMPUTER STUDIES/INFORMATION TECHNOLOGY

Required for Summer Term, an enthusiastic and experienced teacher to teach Computer Studies to C.S.E./O Level and Information Technology in the lower secondary school.

A knowledge of research machines equipment particularly the chain network would be an advantage but is not essential. This is a permanent post with the Authority and the teacher will be based initially at Overbury High School.

Tenable: 30 April 1984.

Application forms are available by 'phone from 01-686 4433, Ext. 2674 and must be returned by 28th February 1984.
SALARY - Burnham Scale 3, With London Area Allowance. (54340) 132020

SHROPSHIRE

EDUCATION COMMITTEE

IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire

11 - 18 comprehensive

Scale 2, vigorous, enthusiastic teacher able to extend computer awareness across the curriculum and teach some Mathematics.

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ENFIELD

LONDON BOROUGH OF ENFIELD
SOUTHGATE SCHOOL
Sussex Way, Cockfosters, Herts. EN4 0BL
Required from beginning of summer term, or as soon as possible, an experienced teacher of CRAFT, DESIGN AND TECHNOLOGY (Scale 2) to teach across the full age range in this large mixed comprehensive school. The person appointed should bring an enthusiasm for the development of existing problem solving courses and the modular technology courses which the department is at present planning. An ability to teach Electronics would be an advantage but is not essential.
Application forms and details (foolscap SAE) obtainable from the Headmaster to whom they should be returned by 27th February 1984. (65282) 132120

Scale 1 Posts

CAMBRIDGESHIRE

THE NEW JOHN MANSFIELD SCHOOL
Western Avenue, Peterborough PE1 4HX
(Mixed Comprehensive)
Tel: Peterborough 66010
Head Teacher: Mrs. S. Slater, B.Ed.
GROUP 9
REQUIRED FOR APRIL OR SEPTEMBER, 1984:- An enthusiastic Scale 1 teacher to teach Design/Woodwork and Graphics/Technical Drawing to C.S.E. and 'O' level in a new department, which is developing Craft, Design and Technology.
Possible housing assistance.
Letters of application together with curriculum vitae and the names and addresses of two referees should be forwarded direct to the Head Teacher at the above address by 29th February, 1984. ...

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFAIR CAEREINION HIGH SCHOOL
Required for 1st September, 1984, or earlier if possible, a qualified teacher of WOODWORK with CRAFT, DESIGN, & TECHNOLOGY.
Scale 1 (Ref: 779).
Application forms and further particulars obtainable, enclosing s.a.e., from the Headteacher, to whom completed forms should be returned by 9th March, 1984. (65183) 132122

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford IG4 5LP

Tel: 01-550 2733

Head: M.J. Manuel M.A.

Required from September 1984, or earlier of possible: teachers of C.D.T. (2 posts) for this 11 - 18 mixed comprehensive school, to join a well-established and progressive department.

The posts are on scale 1 with Outer London Allowance (£645).

Please apply by letter to the Headteacher, giving full details and the names, addresses and telephone numbers of 2 referees.

Closing Date: 5 March 1984. (54529) 132122

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

HAINAULT HIGH SCHOOL

...

Economics

Heads of Department

SURREY

GUILDFORD HIGH SCHOOL
(Church Schools Co., Ltd.)
London Road, Guildford, Surrey GU1 1SJ
ECONOMICS teacher (part-time) required for September.
Please see Independent section. (65146) 132218

Scale 1 Posts

BARNET

LONDON BOROUGH
RAVENSCROFT SCHOOL
Barnet Lane, London N20 8AZ
01-445 9205
Roll 736. Sixth Form 73
Required 5th MARCH, 1984. Temporary qualified teacher of ECONOMICS up to 'O'-'A'-levels. Ability to teach Geography an advantage. Temporary appointment to cover for maternity leave. Scale 1.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (65287) 132222

DERBYSHIRE

ABBOTSHOLME SCHOOL
Co-educational (250)
Required for April 1984. A graduate to teach Economics. Ability to help with Computing or Geography and a willingness to help in the extra-curricular activities at the boarding school would be an advantage. School accommodation may be available.
Application with full C.V. and names of two referees to The Headmaster, Abbotsholme School, Rocester, Uttoxeter, Staffs. ST14 5BS. (0889) 590217. (54504) 132222

NORTHUMBERLAND

BLYTH RIDLEY COUNTY HIGH
Sixth Avenue, Blyth NE24 2SY
(Group 11. 13 - 18 Comprehensive 895 pupils inc 112 in 6th Form)
Required from Sept. 1984, qualified graduate teacher of Economics (Scale 1) to be member of successful and expanding dept and share in teaching of economics and business studies to 'A' level. Would also be expected to teach geography at least to C.S.E. level. Post open to new entrants to teaching profession.
Removal expenses/lodging allowance may be payable.
Application forms (foolscap sae), returnable 2.3.84. to the Headteacher. In interest of economy unsuccessful applicants will receive no further notification. If you have not heard by 13.4.84, you may assume your application has been unsuccessful. (50652) 132222

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English

Heads of Department

DORSET

ST. PETER'S SCHOOL
St. Catherine's Road, Bournemouth BH6 4AH
(R.C. Coeducational) 11 - 18, 1350 on roll, including 280 in the Sixth Form)
Head of English (Scale 4) required for September 1984, to lead a large, well established department in this Catholic Comprehensive School.
Applications are invited from well qualified graduates with teaching experience appropriate to the post.
Application forms and further details are available from the Headmaster on receipt of s.a.e. (54308) 132418

HAMPSHIRE

TEST VALLEY SCHOOL
Roman Road, Stockbridge SO20 6HA
11 - 16 Mixed Comprehensive
N.O.R. 500
Required September 1984
Scale 3 Head of English.
Further details from Headteacher. (54786) 132418

HILLINGDON

LONDON BOROUGH OF HILLINGDON

MELLOW LANE SCHOOL
Hewens Road, Hayes End, Middlesex UB4 8JP

(Number of pupils on roll 1047 - 133 in Sixth Form)

Required for September 1984: graduate Head of English (Scale 4) to lead a department of six teachers and to ensure that the department continues to play a leading part in the corporate life of this co-educational comprehensive school. English is a popular 6th Form option but its central position in all our work is evident. A full description of the department's work and organisation will, of course, be sent to all applicants. This is a re-advertisement and previous applicants will be considered.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.

Outer London Allowance Payable. (65187) 132418

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

SCALE POSTS SECONDARY

Penlee Secondary School,
Somerset Place, Stoke, Plymouth PL3 4BH.
(Roll 770).
Scale 3 — Head of Mathematics.
Required September 1984. A well qualifed and experienced teacher as Head of Mathematics. Closing date: 2nd March, 1984.

* * * * * *

Estover School,
Miller Way, Estover, Plymouth PL6 8UN. (Roll — September 1984 — 860)
This purpose built Comprehensive School, situated on the northern edge of the City, opened with its first year intake in 1981 and will grow to a full ability range 11–18 by 1987.
Required September 1984.

* * * * * *

1. Scale 3 — Head of Craft, Design and Technology
An experienced and well qualified teacher, capable of leading a team of committed staff and overseeing the continued development of the department and its expansion into additional purpose built accommodation.

2. Scale 1 — English/Drama
Enthusiastic teacher to join a Department which uses mixed ability teaching and a team approach. The person appointed should be suitably qualified to take Drama to examination level; there is also a possibility of teaching Drama in an aesthetic Art course. Closing date: 2nd March, 1984.

Exeter TVEI Pilot Project
The following posts are permanent appointments under the joint Devon County Council/Manpower Services TVEI Pilot Project. The successful applicants will have the opportunity of direct involvement in the pilot project as well as teaching in other appropriate areas of the curriculum.

* * * * * *

1. Exeter St. Thomas
(12–16 years Comprehensive) High School,
Hatherleigh Road, Exeter EX2 9JU. (Roll 1207)
Scale 1 — Assistant Teacher
Required as soon as possible but no later than September, 1984, to offer Business and Commercial Studies. Apply by letter to Headmaster as soon as possible.

2. Exeter Priory
(12–16 years Comprehensive) High School,
Earl Richards Road South, Exeter EX2 6AP.
(Roll 740)
Scale 2 — Assistant Teacher
Required April 1984, or as soon as possible thereafter for the post of Agriculture and Horticulture based at the school but involving liaison with the other Exeter High Schools and Colleges of Agriculture. Closing date: 2nd March, 1984.

3. Exeter St. James
(12–16 years Comprehensive) High School,
Beacon Lane, Exeter EX4 8LZ. (Roll 664)
Scale 2 — Assitant Teacher
Required April 1984, or as soon as possible thereafter for Information Technology — the application and use of computers in the world of technology and business. Apply by letter with curriculum vitae and names and addresses of two referees to Headmaster as soon as possible.

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Eggbuckland School,
Westcott Close, Eggbuckland, Plymouth PL6 5YB. (Roll 1320 — September 1984)
Scale 1 — French
Required September 1984, to join a team of six teaching the subject throughout the school. The language is taught to all pupils in Years 1 to 3 with the majority of the pupils continuing in Years 4 and 5, with mixed ability groups in Year 1 and setting thereafter. Applicants must be prepared to help in the preparation of learning materials. Closing date: 2nd March, 1984.

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SCALE POSTS PRIMARY

Preston County Primary School,
Paignton Road, Livermead, Torquay.
(Roll 264)
Scale 2 — Head of Infants
Required for September 1984.
Closing date: 16th March, 1984. (2912)

DEVON

SECONDARY ENGLISH
continued

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT ASHFORD DIVISION DUNCAN BOWER SCHOOL
Stanhope Road, Ashford
(Roll 1166 M)
Head of English (Scale 4) required September 1984.
Further particulars and application form from the Headmaster. (S.A.E. please). (54119) 132418

NORTHUMBERLAND
ASHINGTON COUNTY HIGH
Green Lane, Ashington NE63 8DH
(Group 11, 13 - 18 Comprehensive, 1048 pupils inc. 120 in 6th Form)
Required from Sept. 1984. Head of English (Scale 4). Candidates should state their chief interests and say in what ways they expect to contribute to general life of School. Removal expenses/lodging allowance may be payable.
Application forms (foolscap sae) returnable 2.3.84 from Headteacher. In interest of economy unsuccessful applicants will receive no further notification. If you have not heard by 13.4.84, you may assume your application has been unsuccessful. (50659) 132418

OXFORDSHIRE
COUNTY COUNCIL GOSFORD HILL SCHOOL
Kidlington, Oxford
Group 12
Roll 1200
Required for September 1984 a suitably qualified and experienced teacher as Head of English (Scale 4). English is incorporated with an integrated Humanities course in years 1 and 2 and thereafter is taught as a separate subject.
Courses leading to C.S.E., C.E.E., G.C.E. 'O' and 'A' level qualifications are offered in this highly successful department. The person appointed will be expected to play a crucial part in the development of this area of the curriculum as well as that of the school as a whole.
Apply by letter, with full curriculum vitae and the names of two referees, to the Headteacher, enclosing S.A.E. (65153) 132418

WARWICKSHIRE
NORTH LEAMINGTON SCHOOL
Park Road, Leamington Spa CV32 6LO
A Head of ENGLISH is required for September 1984. The successful candidate will be well qualified academically, having established organising and administrative ability and leadership of a high order. This is a Scale 4 appointment.
Application forms and further details may be obtained from the Principal at the school. Closing date for receipt of applications is Friday, 2nd March 1984. (Enclose S.A.E.). (54979) 132418

WEST SUSSEX
CHICHESTER HIGH SCHOOL FOR BOYS
Kingsham Road, Chichester PO19 2AB
(Group 13, Comprehensive, 11 - 18 age range, 1355 on roll)
Required September 1984 Head of Faculty of Language and Literature, Scale 4 to organise and administer the three separate departments of English, Modern Languages and Classics. Applications are invited from experienced graduates in English.
Form and details from Headmaster at school, s.a.e. please. Closing date 5th March 1984. Previous applications will be reconsidered. (54275) 132418

Scale 2 Posts and above

HAMPSHIRE
THE ROMSEY SCHOOL
Greatbridge Road, Romsey, Hampshire SO5 8ZB
11 - 16 Comp. Mixed N.O.R. 1000
Scale 2 English with responsibility for library resources required Easter.
Letter of application with full curriculum vitae, two referees and S.A.E. to Head. (54788) 132420

NORTHUMBERLAND
BEDLINGTONSHIRE COUNTY HIGH
Palace Road, Bedlington NE22 7DS
(Group 12, 13 - 18 Comprehensive, 1220 pupils inc 165 in 6th Form)
Experienced English graduate required from Sept. 1984, as second in English Department (scale 3). Department is heavily committed to CSE (Modes 1 and 111) CSE and 'O' and 'A' level exams (Oxford delegacy). Person appointed is expected to teach to all levels to contribute to organisation of courses and take responsibility for school library.
School serves area of Bedlingtonshire which lies between rivers Wansbeck and Blyth and there is easy access to Northumberland National Park and English Lake District.
Removal expenses/lodging allowance may be payable.
Application forms (foolscap sae) returnable 27.3.84. from Headteacher. In interest of economy unsuccessful applicants will receive no further notification. If you have not heard by 13.4.84 you may assume your application has been unsucessful. (61397) 132420

Scale 1 Posts

BIRMINGHAM
KING EDWARD'S GRAMMAR SCHOOL FOR GIRLS
Rose Hill Road, Handsworth, Birmingham B21 9AR
(Voluntary-aided - 795 girls)
Required in APRIL or SEPTEMBER an ENGLISH graduate (Scale 1/2) to teach throughout the school to Advanced level. An interest in debating and/or drama would be an advantage, but is not essential.
Please apply to the Headmistress at the school. (65253) 132422

BRENT
LONDON BOROUGH OF BRENT
JOHN KELLY GIRLS' HIGH SCHOOL
Crest Road, NW2 7SN
(Roll 800, 11 - 18, Social Priority School)
Headmistress: Mrs M.B. Lee.
Required from 27th February to cover Maternity Leave - Temporary TEACHER for ENGLISH (Scale 1) to G.C.E. 'O' level.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (65292) 132422

DEVON
Please see displayed advertisement on Page 47. (61388) 132422

COVENTRY CITY COUNCIL
Assistant Teachers
required Easter 1984, unless otherwise stated at:—
1. BINLEY PARK MIXED COMPREHENSIVE SCHOOL, Brandon Road, CV3 2AT. Tel: 0203 447070. (14 on Roll).
Required September 1984.
HOUSE/YEAR HEAD Scale 4, for age range 11–13.
Further details on request from school.
2. SIDNEY STRINGER SCHOOL AND COMMUNITY COLLEGE, Cox Street, CV1 5NL. Tel: 0203 51768. (Social Priority School, 1300 on Roll).
SPECIAL NEEDS PROJECT Scale 1, required Easter or September 1984. The applicant should be able to work with children who have both learning and behavioural difficulties. State special interests. Further details on request from school.
3. CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL, Potters Green Road, CV2 2AJ. Tel: 0203 616237 (Social Priority School, 620 on Roll).
RELIGIOUS EDUCATION Scale 1: A suitably qualified and experienced practising Catholic required to share the teaching of R.E. throughout the age range 11–18 years, including examination work to CSE and 'O' level. Apply to Clerk to the Governors, c/o the school.
4. CARDINAL WISEMAN R.C. GIRLS' COMPREHENSIVE SCHOOL, Potters Green Road, CV2 2AJ. Tel: 0203 617281 (Social Priority School, 1090 on Roll).
ENGLISH Scale 2, to teach subject from 1st to 5th year. Apply to Clerk to the Governors, c/o the school.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher at the school concerned unless otherwise stated, within 10 days of appearance of advertisement. Enclose sae if acknowledgement required. Canvassing disqualifies.
(2914)
an equal opportunity employer

EALING
LONDON BOROUGH EDUCATION SERVICE ELLEN WILKINSON HIGH SCHOOL
Queens Drive, London W3 0HP
Required for the summer term only a Scale 1 Teacher of English. Application form obtainable from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, London W5 from whom further details and an application form can be obtained.
Closing date: 2nd March, 1984. (54332) 132422

HAVERING
LONDON BOROUGH OF HAVERING FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford RM1 2RR
(Roll 1136 Girls)
Tel: Hornchurch 47366
Headteacher: Mrs J.R. Irwin-Hunt, M.A.
Required for the Summer Term 1984 a Temporary, Scale 1, Teacher of English. The timetable is entirely in Years 1 and 2.
Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (61381) 132422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES HOLY CROSS CONVENT SCHOOL (VOLUNTARY AIDED)
Sandal Road, New Malden, Surrey KT3 4AR
Tel: 01-949 4884
No. on Roll: 580 girls 11 - 18 years
A Graduate Teacher of ENGLISH is required from the beginning of the Summer Term 1984 to teach the subject throughout the school to O and CSE level, and possibly to A level.
An interest in the library and/or willingness to teach Religious Education could be a recommendation. Experience desirable but not essential. Applicants must be committed Roman Catholics.
Burnham Scale 1 plus London Allowance of £645.
Further details and application forms available from the Headmistress (SAE please). Closing date, ten days after the appearance of this advertisement. (54748) 132422

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES (REF 409)
HONLEY HIGH SCHOOL
Station Road, Honley, Huddersfield HD7 2QJ
Required from Easter 1984 a temporary teacher - ENGLISH, SCALE 1 to teach English Language up to 16+ and English Literature to CSE level. The post is temporary due to the present post holder being on maternity leave.
Application forms (s.a.f.e. please) from the Head Teacher at the school, to whom completed forms should be returned within 14 days of this advertisement. (50667) 132422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middx. TW2 6JW
(11 - 16 mixed comprehensive)
TEMPORARY ASSISTANT TEACHER OF ENGLISH (Scale 1)
Required from the beginning of the Summer Term 1984.
A temporary Assistant Teacher of English (Scale 1) is required for the Summer Term 1984 during the absence of the present member of the English Department on maternity leave. The teacher appointed will teach the full age and ability range from mixed ability in the First Year to Joint 'O' Level/CSE groups in Upper School.
Forms of application and particulars of the school may be obtained from Director of Education, Regal House, London Road, Twickenham TW1 3QB, to be returned to the Headmaster at the school by Tuesday 28th February 1984. (54750) 132422

Geography
Heads of Department

BIRMINGHAM
EDUCATION DEPARTMENT HEAD OF GEOGRAPHY - SCALE 3
JOSIAH MASON COLLEGE
Slade Road, Birmingham B23 7JH
Tel: 021-382 4757
This new Sixth Form College opened in September 1983 as part of the re-organisation of 16 - 19 education in Birmingham. Courses are offered at Advanced and Ordinary Level, together with certain vocational and foundation courses.
Required for September 1984, a well qualified and experienced Head of Geography to be responsible to the Head of Humanities for developing the department and teaching the subject to 'A', 'O' Level and C.S.E. standard. These courses are already operating in the college, but there is considerable scope for future development and co-operation with other subjects within the Humanities area.
Application forms and further details may be obtained from the Principal, to whom completed forms should be returned as soon as possible. (65181) 132618

BUCKINGHAMSIRE
COUNTY COUNCIL AYLESBURY GRAMMAR
Walton Road, Aylesbury, Bucks.
Head Teacher: K.D. Smith, M.A. (Cantab.)
Roll: 1250 (500 in Sixth Form)
Scale 3
Required: September 1984, Head of Geography for a strong Department at this boys Grammar School to teach throughout the school to Open Scholarship level. Almost all boys take Geography at 'O' level and there are eight 'A' level sets. Field work is an important part of the curriculum. The school also has a Geology Department.
Apply direct to Headmaster giving names of two referees. Assistance with removal expenses is given in approved cases. (54338) 132618

HUMBERSIDE
EDUCATION COMMITTEE SCUNTHORPE DIVISION FOXHILLS COMPREHENSIVE SCHOOL
Foxhills Road, Scunthorpe
Head Teacher: C. Buck
No. on Roll: 960
HEAD OF GEOGRAPHY DEPARTMENT (Scale 3 plus S.P.S.) required for Easter, 1984 or as soon as possible in this mixed 11 - 16 fully Comprehensive School.
Application forms and further details obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 27th February, 1984 (f.s.a.e. please). (54968) 132618

Scale 1 Posts

HAVERING
LONDON BOROUGH OF HAVERING
THE CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3BX
(Roll 750 Boys - Sixth Form 160)
Voluntary Aided R.C. 11 - 18 School
Tel: Hornchurch 52332
Headteacher: Dr. J.F. Rowbotton, B.Sc., Ph.D., D.I.C.
Required immediately a Geography Teacher for a temporary part-time post.
Letters of application giving full curriculum vitae and quoting two referees should be sent to the Head Master at the school. (61376) 132622

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT YEWLANDS SCHOOL
Creswick Lane, Sheffield S30 3NN
Required from 19 March 1984, a temporary teacher of Geography until the end of this school year to cover a colleague on maternity leave. Scale 1.
Application forms and further details are available from the Headteacher at the school, to whom they should be returned by 2 MARCH. (65174) 132622

History
Scale 2 Posts and above

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT ECCLESFIELD SCHOOL
Ecclesfield, Sheffield S30 3WD
Required 1 September 1984. Head of History, Scale 3. Courses include 'O' level, Schools Council (14 - 16), CSE and 'A' level.
Application forms and further information should be obtained (SAE) from the Headteacher at the school.
CLOSING DATE: 2 MARCH. (65176) 132820

Scale 1 Posts

HAVERING
LONDON BOROUGH OF HAVERING
EMERSON PARK SCHOOL
Wych Elm Road, Wingletye Lane, Hornchurch RM11 3AD
(Roll 1015 Mixed, Sixth Form 190)
Tel: Hornchurch 43773
Headteacher: J.A. Fowler, M.A.
Required for the Summer Term 1984 a Temporary Teacher of History, Scale 1, to share the work of this enthusiastic and hardworking department. The ability to teach across the full ability range and up to CSE and GCE Ordinary level is most important, combining scholarship with the ability to make History alive. A readiness to act as Form Tutor would also be welcomed.
Letters of application should be sent to the Head teacher enclosing full curriculum vitae and the names of two referees.
Closing date: 2 weeks after the appearance of this advertisement. (61375) 132822

HOUNSLOW
THE FELTHAM SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0167
Headteacher: Paul M. Grant B.Sc., Dip.Ed.
(11 - 18) Co-educational Comprehensive School
No on roll: 1330 (Sixth Form 140)
Required from Easter 1984, a History/General subjects teacher, Scale 1, for one term, to be a member of a large Humanities Department of twelve staff.
The school is currently being redeveloped as a purpose-built school with extensive community provision. Every member of staff is a member of a Year Team for pastoral welfare of pupils.
LONDON ALLOWANCE: £645.
Letters of application (no forms) to the Headmaster within seven days giving details of qualifications, experience and the names and addresses of two referees.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (54993) 132822

Home Economics
Heads of Department

POWYS
COUNTY COUNCIL EDUCATION DEPARTMENT YSGOL BRO DDYFI
Machynlleth
REQUIRED for September, 1984: HEAD OF HOME ECONOMICS (SCALE 2). The successful applicant should be able and willing to teach through the medium of Welsh and English up to 'A', 'O' and C.S.E. levels.
Application forms and further details available from the Headmaster. Closing date - March 5th, 1984. (Ref. 776). (50614) 133018

Scale 2 Posts and above

HARINGEY
Progress with Humanity
GLADESMORE COMMUNITY SCHOOL
Gladesmore Road, Tottenham, London N15
(11 - 18 years, Co-educational, Comprehensive, Community School)
Roll 1450 with 150+ in Sixth Form
Tel: 01-800 0884
Required for Easter 1984, or as soon as possible thereafter, HOME ECONOMICS TEACHER (Scale 2) to assist a second-in-the-Department.
Social Priority Allowance: £201/£276.
London Allowance (£987) payable.
Removal Expenses - 100% allowed in approved cases.
Applications by letter in the first instance to the Headteacher. Haringey is an equal opportunity employer. (65288) 133020

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable, Beds.
Headmistress: Miss C.M. Scott, B.A., J.P.
Required for April 1984, temporary to August 1984 initially, a teacher of Home Economics, Scale 1, to teach cookery and child development across the full ability range up to and including C.S.E. 'O' and 'A' levels. The vacancy occurs to cover maternity leave.
Application forms and futher details obtainable from and returnable to the Headmistress at the school (s.a.e. please). (54315) 133022

BERKSHIRE
THE WILLINK SCHOOL
School Lane, Burghfield Common, Reading RG7 3XJ
N.O.R. 820 (11 - 18 co-ed comprehensive)
Required for September 1984. TEACHER OF HOME ECONOMICS (Scale 1) to share in the teaching of Cookery, Home Management and Parentcraft up to O Level. Own room, recently modernised. The school is situated in a semi rural area within easy reach of Reading, Basingstoke, Newbury and the M4.
Further details and application form from the Headteacher. Closing date March 2nd, 1984.
Berkshire County Council is an equal opportunity employer. (50634) 133022

BEXLEY
LONDON BOROUGH RIVERSIDE SCHOOL
Yarnton Way, Erith DA18 4DW
Tel: 01-310 0111
Co-educational purpose-built comprehensive School. 11 - 18 years
(Roll 1000)
Required for Summer Term temporary qualified teacher of Home Economics with the Faculty of Design. Three well-equipped specialist rooms. Courses to CSE and GCE 'A' level. An interest in Child Care Courses an advantage.
Application forms from the Acting Headmaster. Closing date, 24th February 1984. (50696) 133022

BEXLEY
LONDON BOROUGH
Required from 27th February 1984 to the end of the Summer Term, a Temporary Teacher of Needlework and/or Home Economics Scale 1.
Please apply direct to The Headmistress, Bexleyheath School, Graham Road, Bexleyheath, Kent DA6 7DA.
Tel: 01-303 5696. (50698) 133022

ESSEX
THE PLUME SCHOOL
Maldon
(Roll 2100)
Tel: Maldon 54681
TEACHER OF HOME ECONOMICS, Scale 1
Required September 1984, ability to teach food and nutrition, child care and needlework.
Further details and application form available from the Headteacher (foolscap s.a.e. please). (54517) 133022

HARINGEY
Progress with Humanity
GLADESMORE COMMUNITY SCHOOL
Gladesmore Road, Tottenham, London N15
(11 - 18 years, Co-educational, Comprehensive, Community School)
Roll 1450 with 150+ in Sixth Form
Tel: 01-800 0884
Required immediately, until the end of the Summer Term 1984, Temporary Teacher (Scale 1) to join a forward-looking team of five teachers. Excellent accommodation and resources.
Application forms available from the Headteacher should be returned within fourteen days of the appearance of the advertisement.
Social Priority Allowance: £201/276.
London Allowance (£987) payable.
Haringey is an equal opportunity employer. (65295) 133022

HOUNSLOW
CHISWICK SCHOOL
Chiswick W4 3UN
Tel: 01-747 0031
Headteacher: Mr B.S. Hurrell, B.Sc.
(Co-educational 11 - 18 + age range Comprehensive School Group 12 - 8FE)
Required as soon as possible: A teacher of Home Economics (Scale 1).
This is a temporary post initially to cover maternity leave. The work involves teaching Cookery and Needlework throughout the school to CSE and 'O' level.
Application forms available from the Headmaster at the School (stamped addressed foolscap envelope please).
Closing Date: 24.2.84.
LONDON ALLOWANCE: £645 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (50673) 133022

NORTH YORKSHIRE
COUNTY COUNCIL SKIPTON GIRLS' HIGH SCHOOL
Gargrave Road, Skipton BD23 1QL
Required for September 1984: Teacher of NEEDLEWORK to 'O' level (approx. 26 periods) additionally preferably some Music or state other additional subject(s) - Scale 1.
Send stamped addressed envelope for application form to the Area Education Officer, North Water Street, Skipton, North Yorkshire BD23 1PD. (54204) 133022

Mathematics
Scale 2 Posts and above

BARNET
LONDON BOROUGH ST. MARY'S C.E. SCHOOL
Downage, Hendon, NW4 1AB
01-203 2827
V.A. Mixed Comprehensive.
Roll 820
Required SEPTEMBER, 1984, or earlier if available, graduate MATHEMATICS with appropriate professional training and experience to be second in department and to assist with teaching of the subject throughout school and in particular at 'A' level. Interest in COMPUTER SCIENCE helpful. Practising Anglican preferred. Scale 3.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees S.A.E.
Director of Educational Services. (65276) 133420

DEVON
Please see displayed advertisement on Page 47. (61389) 133420

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth WV16 4ER
Required from 30th April 1984, Scale 2 full time teacher of Maths in the 11 - 18 mixed comprehensive school. 1020 pupils. To cover Maternity Leave.
Forms and details from the Head (SAE). (65065) 133420

SECONDARY MATHS
continued

SUFFOLK
COUNTY COUNCIL LEISTON HIGH SCHOOL
Seaward Avenue, Leiston IP16 4BG
13 - 18; 738 pupils
Required for May, 1984, Mathematics Teacher, Scale 3 as Second in Department. Candidates should be able to make a positive contribution to the organisation and development of the subject to all levels of ability.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please), to whom they should be returned. (65193) 133420

TAMESIDE
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
COPLEY HIGH SCHOOL
Huddersfield Road, Stalybridge, Cheshire SK15 3RR
Tel: 061-338 6684
Head Teacher
Mrs. M. Nightingale
SCALE 2 - MATHEMATICS
SCALE 1 - MATHEMATICS
Two posts for teachers of mathematics required to be filled as soon as possible at this 11/16 purpose built Comprehensive High School.
Application forms and further details obtainable on receipt of stamped addressed envelope from the head teacher. Closing date 2nd March 1984. Ref: TE1481/TES. (54508) 133420

Scale 1 Posts

BARNET
LONDON BOROUGH QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Herts. EN5 5RR
01-449 2984
Comprehensive. Roll 875. Sixth Form 135
Next to High Barnet Station
Required APRIL or SEPTEMBER, 1984, graduate MATHEMATICIAN (Scale 1) with ability to teach Statistics, to join department of seven full time specialists. 'CSE' Modes 1 and 3 and SMP 'O' level offered in main school and Cambridge 'A' level in Sixth Form. Teaching across whole age and ability range available. Interest in Computing an advantage.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees S.A.E.
Director of Educational Services. (65286) 133422

BERKSHIRE
SOUTHLANDS SCHOOL
Northumberland Avenue, Reading RG2 7PY
N.O.R. 860 (11 - 18 Girl's school, 6th Form co-ed)
Required for Summer or Autumn Term, 1984, graduate TEACHER OF MATHEMATICS (Scale 1) to teach across the full ability range. As this school supports a range of computer hardware, an ability to teach computing and an interest in the use of computers across the curriculum an advantage. Possibility of a scale 2 post for a suitable candidate.
Apply by letter immediately naming 2 referees, to the Headteacher. Closing date March 2nd, 1984.
Berkshire County Council is an equal opportunity employer. (50633) 133422

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL OAKBANK GRAMMAR SCHOOL
Required for Easter or September a permanent teacher of Mathematics (Scale 1) in this 13 - 18 mixed comprehensive school.
The efficient and forward looking Maths Department offers scope for teaching at all levels of age and ability and encourages involvement in Computer Education.
The school is set on the edge of the Yorkshire Dales and there is a wide range of out of school activities available. Each teacher is part of the guidance team of the school.
Application forms may be obtained (sae please) from the Headteacher, Oakbank Grammar School, Oakworth Road, Keighley, West Yorkshire BD22 7DU to whom completed forms should be returned by 29 February 1984.
Reference ET12484/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (54501) 133422

BUCKINGHAMSHIRE
COUNTY COUNCIL SIR HENRY FLOYD SCHOOL
Oxford Road, Aylesbury, Bucks. HP21 8PE
Headteacher: D. May, B.A.
Roll: Mixed selective school, 780 on roll (160 in Sixth Form)
SCALE 1
Required 30 April 1984, Graduate teacher of MATHEMATICS to teach A.E.B. 'O' and Oxford 'A' level. An enthusiastic applicant is sought who will fit in with a highly successful department. Please state second subject.
Assistance with removal expenses is given in approved cases.
Application by letter direct to the Headteacher at the school. (54354) 133422

CORNWALL
EDUCATION COMMITTEE COMPREHENSIVE SCHOOL RICHARD LANDER SCHOOL
Tresawls Road, Truro, Cornwall
Group No. 11, No. on Roll. 1490, Sixth Form of 320
MATHEMATICS - SCALE I
Required for September, 1984, a well qualified, preferably experienced teacher of Mathematics. We require a person to teach through-out the school but with ability to help in the Sixth Form Centre with 'A' level Maths.
Apply by letter giving curriculum vitae and names of two referees to the Headteacher, also enclosing a stamped addressed envelope for Application Form and further details.
There is a Removal Expenses Scheme for Outcounty applicants. (61378) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Required for Summer term 1984, teacher of MATHEMATICS (Scale 1) to be based in the Lower School (years 1 - 3). S.M.I.L.E. is the major source of Mathematics teaching from the first to fifth year.
This is a temporary post covering maternity leave.
Applications welcome from Junior, Junior/Secondary and Secondary trained teachers.
Substantial additional allowances.
Application by letter, with curriculum vitae, giving names, addresses and telephone numbers of the two referees to the Head Teacher at the School as soon as possible. (65284) 133422

HAMPSHIRE
RE-ADVERTISEMENT
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire
(Comprehensive Mixed 11 - 16)
N.O.R. 780
Required for April/September 1984. Scale 1 post.
An able, enthusiastic teacher of Mathematics (S.M.P. based): experience to 'O'/C.S.E. levels essential. Graduate preferred.
Closing date 2nd March 1984.
Letter of application nominating two referees to Head Teacher with s.a.e. for details. (54784) 133422

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
(Roll 1252 Mixed)
Tel: Romford 47353
Headteacher: D.A. Steward, B.A.
Required for September 1984 a Mathematics Teacher, Scale 1, to take the subject within a large department across the age range 11 - 18. Courses include SMP, 'O' and 'A' level and Computer Studies and Computer Science.
Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Headteacher. (61374) 133422

HUMBERSIDE
EDUCATION DEPARTMENT EAST RIDING DIVISION SOUTH HOLDERNESS SCHOOL
Preston, Hull HU12 8UZ
(Rural co-educational comprehensive, 11 - 18 years, N.O.R. 1572, 176 in sixth form)
MATHEMATICS - SCALE I (TEMPORARY)
Required for the Summer term, 1984 only, to take over an existing timetable including a range of age and ability groups. Teachers only able to offer part-time work should also apply.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 24th February, 1984. (54964) 133422

HUMBERSIDE
EDUCATION COMMITTEE SCUNTHORPE DIVISION RIDDINGS COMPREHENSIVE SCHOOL
Enderby Road, Scunthorpe
Head Teacher: T. Ellis
No. on Roll: 810
Required for Easter, 1984 in this 11 - 16 mixed Comprehensive School, ASSISTANT TEACHER OF MATHEMATICS (Scale 1). Candidates should state if they can offer Computer Studies.
Application forms and further details obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 27th February, 1984 (f.s.a.e. please). (54966) 133422

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT GRAVESHAM DIVISION ST. GEORGE'S C.E. SCHOOL
Meadow Road, Gravesend DA11 7LS
A voluntary mixed, all-ability, 6 F.E. 11 - 18 School. 135 pupils in the Sixth Form
Headmaster: Keith C. Blackburn, B.D., A.K.C.
Required for September, 1984, a graduate teacher of Mathematics (Scale 1) to join a well established and successful department. There are opportunities to teach throughout the age range and the ability range, including 'A' level, which is very popular in the Sixth Form.
Apply in writing giving the names and addresses of two referees. Details available on request (S.A.E. please).
Closing date 15th March, 1984. (54120) 133422

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES (REF 411)
HOLMFIRTH HIGH SCHOOL
Heys Road, Holmfirth, Huddersfield HD7 2SE
Requires for September 1984 at this well developed and attractively situated comprehensive school, a graduate to teach MATHEMATICS to GCE 'O' level standard - SCALE 1. There will be a scope for teaching and other inlatives in Computer Education for a suitably qualified applicant.
Application forms and further particulars (s.a.f.e. please) from the Head Teacher at the school, to whom completed forms must be returned within 14 days of this advertisement in the press. (50666) 133422

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
ROBY COMPREHENSIVE SCHOOL
Rupert Road, Huyton, Liverpool L36 9TD
(724 Boys and Girls, 11 - 18 years)
Required for 1 May 1984: SCALE 1, Mathematics Teacher.
Applications by letter, giving the names of two referees, to the Headteacher at the above address within the next fourteen days. (65179) 133422

LONDON
ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL
155 Tulse Hill, SW2
Tel: 01-674 5594
Required as soon as possible temporary (full-time teacher of Mathematics in Years 1 - 5 (C.S.E.) to cover confinement leave until mid-June.
Apply direct to the Headmistress, giving names of two referees and copies of testimonials if available. (50682) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
ROKEBY SCHOOL
Pitchford Street, London E15 4RZ
Head Teacher: A.J. McQuiggan
Number on roll: 975 Boys
TEMPORARY TEACHER OF MATHEMATICS AND ECONOMICS (one Term)
Scale 1
Required APRIL 1984/AS SOON AS POSSIBLE.
Able to make a contibution to the Economics programme.
The post would be suitable for a probationer and there would be a possibility of a permanent appointment from September. Both departments are supportive and the School is sensitive to the in-service training needs of its new teacher.
Apply directly to the Head Teacher with a curriculum vitae and the names of two referees. Details of the School will be sent and prospective candidates invited to visit.
LONDON ALLOWANCE £987.
plus Social Priority Allowance.
DIRECTOR OF EDUCATION, Education Offices, 383 High Street, Stratford, London E15 4RD. (65257) 133422

NORTHUMBERLAND
SCALE 1 TEACHERS REQUIRED FROM SEPT. 1984:
HIRST COUNTY HIGH
Lichfield Close, Ashington
(Group 11, 13 - 18 Comprehensive, 1030 pupils inc. 110 in 6th Form)
Well qualified Graduate to join large Maths Dept. in purpose built high. Successful applicant may expect large share of 'A' level teaching as well as a cross section of ability range in main school.
BLYTH RIDLEY COUNTY HIGH
Sixth Avenue, Blyth NE24 2SY
(Group 11, 13 - 18 Comprehensive, 895 pupils inc. 112 in 6th Form)
Graduate Teacher of Maths to share in work of successful and expanding dept. Opportunities to teach up to 'A' level and (if desired) to share in growing field of computer education. Suitable post for new entrant to teaching profession.
Removal expenses/lodging allowance may be payable for both posts.
Application forms (foolscap sae) returnable 2.3.84, from Head.
In interest of economy unsuccessful applicants will receive no further notification. If you have not heard by 13.4.84, you may assume your application has been unsuccessful. (50660) 133422

POWYS
COUNTY COUNCIL EDUCATION DEPARTMENT NEWTOWN HIGH SCHOOL
(Tel: 0686 26304)
Mixed Comprehensive in pleasant rural setting
11 - 18, 1200 pupils
Required for September 1984, a Scale 1 Assistant Teacher of Mathematics in Forms 1 to 5 to teach in a supportive department. (Ref : 778).
Further particulars and application forms from the Headmaster, High School, Newtown, Powys SY16 1JE (s.a.e. foolscap please) to whom completed forms should be returned by Tuesday 6th March. (65184) 133422

SANDWELL
METROPOLITAN BOROUGH OF SANDWLL
DARTMOUTH HIGH SCHOOL
(11 - 18 comprehensive)
required for Summer term, MATHEMATICS - Scale 1. One term temporary appointment.
Letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded to Head Teacher, Wilderness Lane, Great Barr, Birmingham.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (50638) 133422

SHROPSHIRE
EDUCATION COMMITTEE
THE GRANGE SCHOOL
Worcester Road, Shrewsbury SY1 3LP
11 - 16 mixed comprehensive
Required for Easter/September 1984, Scale 1 teacher of Maths able to offer this and Computer Studies to 'O' level. Willing to participate in C.S.E. Mode 2 and Modular Maths.
Application forms and further details available from the Head (SAE). (65246) 133422

STAFFORDSHIRE
EDUCATION COMMITTEE WILNECOTE HIGH SCHOOL
Tinkers Green Road, Wilnecote, Tamworth B77 5LF
Required for Summer Term teacher of MATHEMATICS. Permanent appointment Scale 1 (possibility of Scale 2 for well qualified applicant).
Applications by letter to the Headteacher at the school by Wednesday, 22nd February, 1984.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (65268) 133422

Teaching in the Third World is an education in itself. See under Overseas Section (54010)

Modern Languages
Heads of Department

BARNET
LONDON BOROUGH FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, London N12 8TA
01-445 0105
Boys' Comprehensive. 11 - 18. Roll 857, Sixth Form 169
Required SEPTEMBER, 1984 or earlier if available well qualified suitably experienced teacher of FRENCH/GERMAN for this important post. Practising Roman Catholic preferred and willingness to participate in extra-curricular activities an advantage. Scale 3.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (65278) 133618

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES HOLY CROSS CONVENT SCHOOL (VOLUNTARY AIDED)
Sandal Road, New Malden, Surrey KT3 4AR
Tel: 01-949 4884
No. on Roll: 580 girls, 11 - 18 years
An experienced, well qualified HEAD OF MODERN LANGUAGES is required from 1 September 1984 to teach French throughout the school to A level and to organise the department. Ability to offer a second language, preferably Spanish or German, could be a recommendation. Committed Roman Catholic essential.
Burnham Scale 3 plus London Allowance £645.
Further details and application forms available from the Headmistress (SAE please). Closing date, two weeks after the appearance of this advertisement. (54747) 133618

SURREY
EDUCATION COMMITTEE ST. ANDREWS C OF E SCHOOL
Cobham
(12 - 16 Mixed Comp. NOR 310)
HEAD OF MODERN LANGUAGES Scale 2 required April 1984, to teach FRENCH and GERMAN up to O level.
Contact Area Education Office Tel: Weybridge 52811. (65286) 133618

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53237) 133618

Scale 2 Posts and above

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (65535) 133620

Scale 1 Posts

CAMBRIDGESHIRE
LINTON VILLAGE COLLEGE
Required for September teacher of FRENCH and GERMAN (Scale 1) to G.C.E. 'O' level in this 11 - 16 mixed comprehensive school (Roll 730) 9 miles south east of Cambridge. Excellent facilities.
Apply immediately by letter giving full c.v. and names and addresses of two referees to Warden, Village College, Linton, Cambridge CB1 6JB. (S.A.E.). (65493) 133622

CAMBRIDGESHIRE
Huntingdon Area
ST. PETER'S SCHOOL
St. Peter's Road, Huntingdon PE18 7DA
Comprehensive, co-ed. 1400 on roll
Headmaster : W.G. Thomas, J.P., B.A.
Graduate, Scale 1, required for September 1984 to teach French and/or German in this well established and flourishing comprehensive school. Both French and German are taught to C.S.E. 'O' and 'A' level. The successful applicant will be expected to teach to all levels and participate in extensive continental visits.
Please write to the Headmaster giving curriculum vitae and the name of one referee after which further details will be sent. (SAE please). (54761) 133622

DEVON
Please see displayed advertisement on Page 47. (61389) 133622

Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE, APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

SECONDARY

HAYGROVE SCHOOL, BRIDGWATER
(11–16 Mixed Comprehensive, 960)
Graduate teacher of ENGLISH/FRENCH, Scale 1. To teach across the ability range. Temporary appointment for two years in the first instance.
Closing date 27th February 1984.

THE KING ALFRED SCHOOL HIGHBRIDGE, BURNHAM-ON-SEA
(11–16 Mixed Comprehensive, 1,552)
For the Summer Term 1984. Temporary teacher for PHYSICS. Applications from scientists who are not Physicists may be considered.
Closing date 27th February 1984.

THE CASTLE SCHOOL, TAUNTON
(11–16 mixed comprehensive, 908)
For September 1984. A specialist and enthusiastic teacher, Scale 1. To teach in the REMEDIAL Department. The successful candidate should be interested in and committed to the teaching of all children with special needs. A willingness to contribute to the extra-curricular life of the school will be an advantage recommendation. Temporary appointment for one year.
Closing date 29th February 1984.

FROME COLLEGE, FROME
(13–18 Mixed Comprehensive, and Further Education College Combined on separate sites)
For September 1984:
i Head of MATHEMATICS, Scale 4. To be responsible for the subject throughout the College, in both secondary and further education sectors. The successful candidate will have the opportunity to lead an experienced and enthusiastic team of specialist teachers in an expanding department.
Closing date 2nd March 1984.
ii Teacher of HOME ECONOMICS, Scale 1. An ability to teach child care and/or dress and fashion will be an advantage.
Closing date 27th February 1984.
iii Temporary teacher of MATHEMATICS, Scale 1. Opportunity to teach across the whole range of age and ability available for suitable candidate. Modern Mathematics taught throughout the school. Ability to teach Computer Studies may be an advantage.
Closing date 27th February 1984.
Applications, giving full details of qualifications and experience should be sent to the Principal at the College, enclosing S.A.E. for job description and application form.

PRIMARY

HALCON COUNTY PRIMARY, TAUNTON
(147) For September 1984. Experienced INFANT teacher, Scale 1. For reception class. Temporary appointment for one year. Nursery experience and/or qualifications an advantage.
Applications by letter, as soon as possible, to the Head at the School, with curriculum vitae and names of two referees.

ST JOSEPH'S R.C.V.A. PRIMARY, BURNHAM-ON-SEA
(209) For September 1984. An enthusiastic, and experienced teacher for UPPER JUNIORS, Scale 2. Able to take a leading part in curriculum development and be responsible for physical education, games and school journeys. Practising Catholic preferred. Closing date 16th March 1984. Application form from the Clerk to the Governors at the school. Submit names of two referees.
(2587)

SECONDARY MODERN LANGUAGES
continued

HAMPSHIRE
THE BOHUNT SCHOOL
Longmoor Road, Liphook
11 - 16 Mixed Community School N.O.R. 1100
French, required 27th February to cover a maternity leave.
Letter of application with full curriculum vitae, two referees and S.A.E. to Head. (54787) 133622

NORTHUMBERLAND
BLYTH TYNEDALE COUNTY HIGH
Tynedale Drive, Blyth NE24 4LN
(Group 10, 13 - 18 Comprehensie, 780 pupils inc 72 in 6tgh Form)
Required from beginning of Summer term 1984 or a.s.a.p. thereafter. Teacher of English & French (Scale 1). Courses at all levels are well established in both subjects and extent of commitment in each subject would be approx. the same. Candidates should indicate extra curricular interests.
Removal expenses/lodging allowance may be payable.
Application forms (foolscap sae), returnable 2.3.84, to the Headteacher.
In interest of economy unsuccessful applicants will receive no further notification. If you have not heard by 13.4.84, you may assume your application has been unsuccessful. (50661) 133622

SURREY
CHINTHURST SCHOOL
Tadworth
For details of French vacancy for September 1984 see under Preparatory Schools. (54350) 133692

SURREY
EDUCATION COMMITTEE
OXTED COUNTY
(12 - 18 mixed comp. NOR 1430, inc. 230 Sixth Form)
Bluehouse Lane, Oxted
FRENCH and GERMANY Scale 1 teacher required September 1984. To teach up to and including A level in either subject.
Contact Head (SAE please). (61383) 133692

SUTTON
WILSON'S SCHOOL
Wallington, Surrey SM6 9JW
Required at this Voluntary Aided School of 750 boys for September 1984 a well qualified Linguist (Scale 1) capable of teaching French to 'A' level and German at least to 'O' level.
The School has a Sixth Form of 140 all engaged in 'A' level courses, and the Lower School mainly comprises boys of sound academic ability. Nearly half of the School takes a second language to 'O' level and there is a well equipped Language Laboratory and specialist rooms.
Applictions together with a complete Curriculum Vitae and indication of extra curricular interests, and the names of two referees to reach the Headmaster by 24th February, 1984. (65537) 133692

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53239) 133622

Teaching in the Third World is an education in itself. See under Overseas Section. (54011)

EDUCATION SERVICE

TEMPORARY SUPPLY TEACHERS REQUIRED IMMEDIATELY

Qualified Teachers required for full-time or part-time temporary supply work in Nursery, Primary, Secondary and Special Schools.

Applications are invited from teachers with previous successful experience in U.K. or abroad; applications will be particularly welcomed from candidates with experience in the following subject areas:

- Mathematics
- Science
- Home Economics
- Business Studies
- Technical Studies

The current daily rate of pay is between £32.45 and £52.33 according to qualifications and experience.

Please telephone 01-881 3000 (Ext. 3146) for application form, or write (s.a.e.) to The Chief Education Officer, Education Offices, 48–62 Station Road, Wood Green, London N22 4TY. (2873)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Music

Heads of Department

ESSEX
WILLIAM DE FERRERS SCHOOL
Trinity Square, South Woodham Ferrers CM3 5JU
(Roll 400)
Tel: Chelmsford 329555
HEAD OF MUSIC, Scale 2
Required for September 1984, a well qualified and experienced teacher for this developing comprehensive school (years 1 - 3 only for 1984/85 - eventual size 1,400).
Application forms and further details available from the Headteacher (foolscap s.a.e. please). (54518) 133818

WARWICKSHIRE
NORTH LEAMINGTON SCHOOL
Park Road, Leamington Spa CV32 6LQ
A Head of MUSIC is required for September 1984. The successful candidate will be suitably qualified with a proven record of organising and administrative ability and a high potential for leadership. This is a Scale 3 appointment.
Application forms and further details may be obtained from the Principal at the school. The closing date for receipt of applications is Friday, 2nd March 1984. (Enclose s.a.e.). (54080) 133818

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
Required from April, 1984 a full time peripatetic VIOLIN teacher for the Western Region of the Authority.
Salary Burnham Scale 2 for a suitably qualified and experienced applicant. Experienced performers who are not qualified teachers will be considered on the Authority's Scale £5,178 to £8,142.
Applicants must possess a current driving licence.
Application forms and further particulars obtainable from and returnable to the Chief Education Officer, County Music Department, Corporation Street, Stafford ST16 3LX (s.a.e.). Closing date 2nd March 1984.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (65269) 133820

Scale 1 Posts

ESSEX
BARSTABLE SCHOOL
Timberlog Close, Basildon SS14 1UX
(Roll 1430)
Tel: Basildon 552091
MUSIC, Scale 1 + £358 Fringe Allowance.
Required Easter for lively department. Club activities, choir/orchestral work. Excellent facilities. Courses to CSE/'O' level. Temporary for one term in first instance.
Send c.v. and names of two referees to Area Education Office, Church Road, Basildon (foolscap s.a.e. please). (54521) 133822

Pastoral

Heads of Department

BRENT
LONDON BOROUGH OF BRENT
PRESTON MANOR HIGH (MIXED) SCHOOL
Charlton Avenue East, Wembley, HA9 8NA
(Roll 1280, expanding to full 7 F.E.; 11 - 18; approximately 250 in well established Sixth Form)
Required from Summer Term - An experienced graduate teacher as HEAD OF YEAR (Scale 3) presently for the third year whose commitment will be pastoral care of the year group as it moves up through the school with a teaching commitment also and those with English as a speciality will be preferred. Experience in large multi-cultural schools is also required.
London Allowance of £987 per annum is payable.
Brent is an Equal opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (65289) 134018

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive; 1450 on roll)
Headmaster: D.J.W. Williams, M.A.
Required for Autumn Term 1984, DEPUTY HEAD OF MIDDLE SCHOOL (Scale 3) to take pastoral and administrative responsibility for a year group (Year 3 or 4) and to assist with the overall organisation of the Middle School. Candidates should have held a position of responsibility and have had successful teaching and pastoral experience in a comprehensive school.
The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.
Further details and forms can be obtained from the Headmaster, Devizes School, The Green, Devizes, (please enclose s.a.e.). Completed forms and a letter of application should be returned within fourteen days of the appearance of this advertisement. (50676) 134018

Scale 1 Posts

WALTHAM FOREST
Y.E.S.S. PROJECT
Markhouse Centre
FULL-TIME TEACHER required a.s.a.p.
See our advertisement under 'Other than by subject', Scale 1. (54107) 134022

Physical Education

Heads of Department

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
VALE OF ANCHOLME SCHOOL
Grammar School Road, Brigg
Head Teacher: M.T. Jarvis
No. on Roll: 780
Required for the Summer Term, 1984 in this mixed 11 - 18 Comprehensive School, HEAD OF GIRLS' P.E. (Scale 2).
Application forms and further details obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 27th February, 1984 (L.s.a.e. please). (54967) 134218

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE GRAMMAR SCHOOL FOR GIRLS
Deakin Leas, Tonbridge, Kent
938 on roll, including 252 in Sixth Form
REQUIRED for Summer Term 1984 a well-qualified, experienced teacher as HEAD OF PHYSICAL EDUCATION (Scale 3).
A temporary appointment would be made if necessary and those not available until September will also be considered.
This is a strong, flourishing department and its Head will be expected to have a keen interest in team games. The ability to develop Modern Dance and a wide range of sports for senior girls is also essential.
Please apply by letter to the Head Mistress with curriculum vitae and the names and addresses of two professional referees and send s.a.e. (54121) 134218

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
ST. MARY & ST. JOSEPH'S R.C. SCHOOL
Chislehurst Road, Sidcup, Kent, DA14 6BP
Tel: 01-309 7700
Roll 750 - 150 Sixth Form
Required for September 1984, Head of Boys' Physical Education, Scale 3. In addition to teaching Physical Education to boys throughout the school, the successful candidate would be required to lead a team of teachers involved in a wide range of activities including Rugby (in which the school has a strong tradition), Cross-Country, Basketball, Athletics and Cricket.
Further details and application forms are available from the Headmaster. (Please enclose foolscap s.a.e.). Completed application forms should be returned within two weeks of the date of this advertisement.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (50699) 134220

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
(0686 26304)
Mixed Comprehensive in pleasant rural setting
11 - 18. 1200 pupils
Required for September 1984, a Scale 11 Assistant Teacher to be in charge of Girls Physical Education. (Ref : 777).
Further particulars and application forms from the Head Teacher, High Street, Newtown, Powys SY16 1JE. (s.a.e. foolscap please) to whom completed forms should be returned by Tuesday 6th March. (65185) 134220

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBURY COMPREHENSIVE SCHOOL
Dawson Avenue, Barking, Essex
(Roll 926)
Required for 19th March : A temporary teacher of Girls' Physical Education, to cover for maternity leave. The successful applicant will be able to teach P.E. and Games throughout the comprehensive age range. Scale 1.
London Addition £987 per annum.
Apply immediately in writing to the Headteacher giving full curriculum vitae and names and addresses of two referees, one of whom should be your present or immediate past employer. (54318) 134222

BEDFORDSHIRE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Headmaster: W.P. Davies, J.P., B.Sc.
Required for September 1984, a qualified specialist to teach Boys P.E. and Games, Scale 1.
This voluntary-aided Catholic (11 - 18) Mixed Comprehensive School has an eight form entry covering the whole ability range. The roll is 1263 including the sixth form.
Application forms and further details obtainable from the Clerk to the Governors, accompanied by two testimonials, and marked "Application". (54222) 134222

DERBYSHIRE
ABBOTSHOLME SCHOOL
Co-educational (250)
Required for April 1984. A fully qualified teacher to take charge of Girls' Physical Education and be responsible for Girls' Games. Resident accommodation available and a suitable candidate could be made Housemistress. Applicator will need to offer another subject in addition to P.E.
Application with full C.V. and names of two referees to The Headmaster, Abbotsholme School, Rocester, Uttoxeter, Staffs. ST14 5BS. (0889) 590217. (54506) 134222

EAST SUSSEX
CARDINAL NEWMAN AIDED R.C. SCHOOL
Upper Drive, Hove BN3 6ND
Comprehensive mixed, 11 - 18, Roll: 1,622
Required from Easter: Teacher of P.E. and C.D.T. (Scale 1) to teach throughout the school.
Relocation grants available in approved cases.
Please telephone the Headmaster (0273 555551) for further details and application form. (50679) 134222

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
ALEXANDRA HIGH SCHOOL
(11 - 18 Comprehensive)
Required for 2nd April 1984 GIRLS P.E. Scale 1.
Temporary during maternity leave.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Alexandra Road, Tipton, West Midlands.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (50677) 134222

Religious Education

Heads of Department

ILFORD
(LONDON BOROUGH OF REDBRIDGE)
URSULINE HIGH SCHOOL
Required September:
HEAD OF RELIGIOUS EDUCATION DEPARTMENT
For this three form entry independent girls R.C. grammar school. Salary according to qualifications and experience. Burnham Scale with Outer London Allowance.
Application forms available from Headmistress. (65240) 134418

LIVERPOOL
EDUCATION COMMITTEE
HEAD OF RELIGIOUS STUDIES
Scale 3
ST. MARGARET'S C.E. HIGH SCHOOL (BOYS)
Aigburth Road, Liverpool L17 6AB
Required for summer term 1984 or as soon as possible thereafter.
An experienced graduate teacher to be responsible for religious studies throughout the school to GCE 'O' and 'A' levels. The school is situated in the pleasant suburb of Aigburth and has a city-wide intake. The vacancy is created by the return of the school chaplain to parish ministry.
Application form and further particulars may be obtained by telephoning the Headmaster at the school: 051-427 1825. To be returned by 27th February 1984. Please quote reference no. P & M 1414 (b).
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (65249) 134418

Scale 2 Posts and above

BARNET
LONDON BOROUGH
CHRIST CHURCH C.E. SCHOOL
Hilton Avenue, Finchley, N12
01-445 3249
V.A. Mixed Comprehensive.
Roll 590, 11 - 16 years
Required APRIL, 1984 a committed Christian to share the work of the RELIGIOUS EDUCATION department. Scale 2 may be available for an experienced teacher who is able to assume responsibility for the Library/Resources. School enjoys strong links with local Church which is of Evangelical tradition.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher as soon as possible with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (65285) 134420

Scale 1 Posts

NORTHUMBERLAND
BLYTH RIDLEY HIGH
Sixth Avenue, Blyth NE24 2SY
(Group 11, 13 - 18 Comprehensive 895 pupils inc 112 in 6th Form)
Required from Sept. 1984, teacher of R.E. & English (Scale 1). Opportunities to share in exam work in 2 department which are both successful and expanding. This is a new post and could offer excellent opportunity to new entrant to teaching profession.
Removal expenses/lodging allowance may be payable in approved cases.
Application forms (foolscap sae), returnable 2.3.84, to the Headteacher. In interest of economy unsuccessful applicants will receive no further notification. If you have not heard by 13.4.84, you may assume your application has been unsuccessful. (50662) 134422

Rural Science

Scale 1 Posts

DEVON
Please see displayed advertisement on Page 47. (61389) 134622

Science

Heads of Department

HERTFORSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
Roll: 1050 boys, 260 in 6th form
Required September, Head of Physics, Scale 4 + London fringe allowance £258. Excellent facilities and outstanding opportunities. Possibility of generous relocation expenses.
Applications, giving full details of experience and interests together with the names of two referees should be sent to the Headmaster, from whom further particulars are available. (65297) 134818

OXFORDSHIRE
THE UNIVERSITY OF OXFORD
SCHOOLS SCIENCE AND TECHNOLOGY CENTRE
APPOINTMENT OF COORDINATOR
Applications are invited for the post of co-ordinator of the Schools Science and Technology Centre. This appointment will be closely linked with the Science Faculties of the University, the work of teachers in the region, and the Department of Educational Studies. The appointment will be for a period of three years from 1 September 1984, which may be extended for three further years, and will be on Burnham Scale 4.
Further details can be obtained from The Director, University of Oxford Department of Educational Studies, 15 Norham Gardens, Oxford OX2 6PY, to whom applications should be returned by FRIDAY 9 MARCH 1984. (65161) 134818

WILTSHIRE
SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS
Salisbury
750 pupils - sixth form 200
Required for September 1984, HEAD OF BIOLOGY DEPARTMENT, Scale 3. Candidates should be good honours graduates with P.G.C.E. and sound experience, capable of teaching to Advanced level and Oxbridge entrance standard and directing the work of a very successful department.
Further details (s.a.e. please) from the Headmistress to whom letters of application giving full details of qualifications, experience and interests together with names of two academic referees, should be sent as soon as possible. (65436) 134818

PHYSICS - see under Trinity School, Croydon. (61372) 134818

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds
Headmaster: W.P. Davies, J.P., B.Sc.
Required for September 1984, a graduate to teach Chemistry to 'A' level and Science to pupils in the lower school. The ability to teach Physics and an interest in the use of microprocessors in science would be an advantage. Scale 1. This voluntary-aided Catholic (11 - 18) Mixed Comprehensive School has an eight form entry covering the whole ability range. The roll is 1263 including the sixth form.
Applications forms and further details obtainable from the Clerk to the Governors, accompanied by two testimonials and marked "Applications". (54223) 134822

CAMBRIDGESHIRE
NETHERHALL SCHOOL
Required for September in this co-educational comprehensive school (1422 pupils including 'A' level Sixth Form of 200), a CHEMISTRY SPECIALIST (Scale 1) to teach throughout the school. Nuffield 'A', 'O' and CSE Chemistry, with Nuffield Combined Science in Years 1 and 2.
Apply by letter with full c.v. and names and addresses of two referees to the Headmaster, Queen Edith's Way, Cambridge CB1 4NN (Tel: 242931). Particulars available (s.a.e.). (54758) 134822

CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Altrincham, Cheshire
(850 girls, 200 in Sixth Form)
Required for September 1984, a graduate to assist with the teaching of Chemistry throughout the school, together with some lower school Physics. Large active science department with good ancillary support and equipment.
Please send full c.v. with names of 3 referees to the Headmistress (enclosing s.a.e.) as soon as possible. (54135) 134822

CROYDON
ROYAL RUSSELL SCHOOL
PHYSICS/ELECTRONICS post.
See block advertisement in INDEPENDENT Section. (54778) 134822

DERBYSHIRE
CHAPEL-EN-LE-FRITH SCHOOL
Long Lane, Chapel-en-le-Frith, Stockport SK12 6TG
Required as soon as possible temporary scale 1 teacher of Physics until 31st August 1984.
Letters of application with names of two referees to the Head Teacher.
Closing date 2nd March 1984.
Derbyshire County Council is an equal opportunity employer. (54130) 134822

SECONDARY SCIENCE
continued

ESSEX
COUNTY HIGH SCHOOL FOR GIRLS (GRAMMAR)
Norman Way, Colchester CO3 3US
(Roll 637 - 170 in Sixth)
Tel: 576973
CHEMISTRY, Scale 1
September. Chemist of high academic ability, teaching to Oxbridge Level in grammar school with large Science Sixth. Closing date: 9th March, 1984.
Further details and application forms direct to Headteacher (foolscap s.a.e. please). (54519) 134822

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
BRIDLINGTON SCHOOL
Bessingby Road, Bridlington YO16 4QU
(Voluntary controlled, comprehensive, 11 - 18 years wih boarding facilities)
COMBINED SCIENCE - SCALE 1 (TEMPORARY)
Required for 27th February, 1984 to cover an absence on maternity leave, a teacher of Combined Science to work in the Lower School with pupils aged 11 - 13 years.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 24th February, 1984. (54961) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years. 1800 + on roll
Graduate Biology Teacher required, Scale 1, to teach this subject throughout the school. The ability to offer some Chemistry to CSE level would be an advantage.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, as soon as possible please. (54122) 134822

LONDON
THE SKINNERS' COMPANY'S SCHOOL FOR GIRLS
117, Stamford Hill, London N16 5RS
Tel: 01-800 7411
Required from April 30th a full time teacher to teach Biology up to Advanced Level. This is a temporary post to cover maternity leave until January 1985.
Please apply by letter to the Headmistress with details of qualifications. Visits to the school welcomed. (65132) 134822

NORFOLK
SPROWSTON HIGH SCHOOL
Cannerby Lane, Sprowston, Norwich
Scale 1 Post Physics & General Science Teacher required for September 1984. Courses include C.S.E. G.C.E. 'O' and 'A' level.
Application forms and further details from and returned to the Headteacher at the school. s.a.e. please. (54512) 134822

NORTH YORKSHIRE
COUNTY COUNCIL
RIPON GRAMMAR SCHOOL
Clotherholme Road, Ripon HG4 2DG
649 selective, mixed (71 boarders)
ASSISTANT TEACHER OF PHYSICS AND COMPUTER SCIENCE - Scale 1
A vacancy will arise in September 1984 and good graduates in Physics and Computer Science or Physics graduates with some special interest in computer studies are invited to apply. The successful applicant will expect to teach Physics to 'O' and 'A' level and to devote up to half a timetable to courses in computer familiarisation and computer studies. There will be a separate, well-equipped computer room provided with BBC machines and RM380Z. All applicants should expect to become involved in activities beyond their teaching duties and are invited to give some indication of their interests when applying by letter direct to the Headmaster. (54201) 134822

NORTHUMBERLAND
CRAMLINGTON COUNTY HIGH
Highburn, Cramlington NE23 6BN
(Group 12, 13 - 18 Comprehensive 1300 pupils inc. 150 in 6th Form)
Cramlington is a new town within easy reach of Newcastle, the coast and Northumberland National Park. Required from Sept. 1984. Teacher of Chemistry (Scale 1) qualified to teach subject across age and ability range up to GCE level. Removal expenses/lodging allowance may be payable.
Application forms (foolscap sae), returnable 28.2.84, to the Headteacher. In interest of economy unsuccessful applicants will receive no further notification. If you have not heard by 10.4.84, you may assume your application has been unsuccessful. (50663) 134822

OXFORDSHIRE
COUNTY COUNCIL
BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road, Burford OX8 4PL
Required for Summer Term only a temporary teacher of Biology and General Science at this comprehensive co-educational rural school, roll 1248, including Sixth Form of 240. Excellent facilities for laboratory and field work.
Apply to the Headteacher in writing and naming one referee as soon as possible. SAE please. (54971) 134822

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
GEORGE SALTER HIGH SCHOOL
(11 - 16 Multi ethnic Comprehensive)
Required for Summer Term 1984
CHEMISTRY/GENERAL SCIENCE Scale 1.
1 term temporary post. Teach subject throughout the School.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Claypit Lane, West Bromwich, West Midlands.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (50672) 134822

STAFFORDSHIRE
EDUCATION COMMITTEE
BLURTON HIGH SCHOOL
Beaconsfield Drive, Blurton, Stoke on Trent
Required for September, 1984 a BIOLOGIST (Scale 1) to teach the subject throughout this 11 - 16 school, plus lower school Combined Science.
Full details and application forms are obtainable from and returnable to the Headmaster at the school (s.a.e.).

SANDON HIGH SCHOOL
Sandon Road, Meir, Stoke on Trent ST3 7DF
Required for September, 1984 a teacher of PHYSICS and COMBINED SCIENCE (Scale 1). This post offers the opportunity to organise and develop the teaching of Physics throughout this 11 - 16 Comprehensive School.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (65265) 134822

SURREY
EDUCATION COMMITTEE
THERFIELD SCHOOL
Leatherhead
(12 - 18 Mixed Comp. NOR 1170, Inc. 200 Sixth Form)
PHYSICS Scale 1 teacher required September 1984. To teach up to A level.
Suitable for first appointment.
Contact Head Tel: Leatherhead 377661. (61382) 134822

Teaching in the Third World is an education in itself. See under Overseas Section. (54014)

Social Studies

Scale 1 Posts

HAMPSHIRE
BAY HOUSE SCHOOL
Gosport
(1630 on roll, mixed Comprehensive 11 - 19 years)
Required September - SOCIOLOGY - Scale 1 - graduate teacher to join specialist Social Science Department teaching Years 4, 5 and 6. The School has a large sixth form of 220 students.
Apply by letter and curriculum vitae to the Headmaster, Bay House School, Gomer Lane, Alverstoke, Gosport PO12 2QP.
Closing date 7th March. (54977) 135022

Speech and Drama

Heads of Department

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Rd., London N9 9TN
(Founded 1624)
Voluntary aided Grammar School,
(1220 boys and girls: 300 in Sixth Form)
Required for September 1984, HEAD of DRAMA (Scale 2) with the possibility of Scale 3 for a suitably qualified and experienced candidate, to teach DRAMA and ENGLISH and be responsible for extra-curricular Drama.
London Allowance, £645.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Further details of the School and post may be obtained from the Headmaster (s.a.e. 9½" X 6½") to whom application should be made by letter including curriculum vitae and the names of two referees. Closing date 5th March 1984. (65283) 135218

Scale 1 Posts

OLDHAM
METROPOLITAN BOROUGH
SCALE 1 APPOINTMENT
DRAMA TEACHER TEMPORARY
SOUTH CHADDERTON SCHOOL
Butterworth Lane, Chadderton, Oldham
Required for the Summer term 1984. Will be required to teach Mode 3 CSE Drama to mainly lower ability pupils in the 11 - 16 age range.
The successful applicant will be required to take responsibility for the production of an annual musical.
Applications by letter to the Head at the school as soon as possible. (54755) 135222

Technology

Scale 2 Posts and above

DEVON
Please see displayed advertisements on Page 47. (61386) 135520

Other than by Subject Classification

Heads of Department

HAMPSHIRE
BAY HOUSE SCHOOL
Gosport
(1630 on roll, mixed 11 - 19 years)
HEAD OF SIXTH FORM
Senior Teacher Scale
Required September, a graduate to lead a flourishing sixth form of 220 students (60 - 70 per cent taking A Levels) and join the School's senior management team.
Further details and application forms (S.A.E. please) may be obtained from the Headmaster, Mr. R.J. Cootes, M.A., Bay House School, Gomer Lane, Alverstoke, Gosport PO12 2QP, to whom applications should be returned by 5th March. (54503) 135618

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham
Required for April, 1984: HEAD OF YEAR, SCALE 3.
This is a comprehensive school in modern purpose built premises surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.
An enthusiastic, well qualified and successful teacher to take responsibility for the work, welfare and discipline of up to 300 pupils and the leadership of ten Form Tutors. The successful candidate will initially be responsible for the final weeks of the pupils in the 5th year and will play a major part in the setting up of the new intake for which he or she will be responsible in September. Year Heads rotate with their pupils on a five year basis. The person appointed should have wide experience and the ability to relate to all age groups. A lively and committed teacher who can make an energetic contribution to the developing pastoral work is required.
Enthusiasm and a willingness to play a full part in the life of the school are sought.
Further details are available on request. Candidates are asked to forward letters of application, curriculum vitae and the names and addresses of two referees to the Headmaster at the school within 10 days of this advertisement. (50611) 135618

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
Mixed comprehensive 11 - 18
Required for 1st September, 1984, or earlier if possible, a well qualified and experienced graduate to be Head of the Welsh Department.
Scale 3 for suitably qualified applicant.
Further details and application forms obtainable from the Headmaster at the school (s.a.e. foolscap please) to whom completed forms should be returned by 9th March, 1984. (Ref : 780). (65186) 135618

MANCHESTER
ST. BEDE'S COLLEGE
Alexandra Park, Manchester M16 8HX
A Catholic Grammar School of 655 boys 11 - 18 years. 120 pupils in the Sixth Form, a high proportion of whom go on to University. Girls will be admitted to the Sixth Form from September 1984.
Applications are invited for the following posts to commence in September 1984. Practising Catholics will be preferred.
HEAD OF MATHEMATICS: Burnham Scale 4. To lead a department of five and to teach up to Oxbridge level. Experience in both traditional and modern mathematics and Computer Studies desirable.
TEACHER OF ECONOMICS. A well qualified graduate teacher required to introduce the subject at 'O' and 'A' level and to teach up to Oxbridge entrance. This is a Scale 1 post in the first instance, but a Scale 2 is available after satisfactory completion of first year.
TEACHER OF BIOLOGY. Scale 1. A well qualified graduate teacher required to assist with Biology throughout the school up to Oxbridge level.
Letters of application with full C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster: Mr. J. Byrne, from whom further details may be obtained. Closing date for applications: Wednesday 7th March 1984. (54104) 135618

Scale 2 Posts and above

CLEVELAND
COUNTY OF CLEVELAND
An equal opportunities employer
SCALE 3 SUPPORT TEACHER FOR THE HEARING IMPAIRED SECONDARY AGE CHILDREN
COULBY NEWHAM SCHOOL
Manor Farm Way, Coulby Newham, Middlesbrough, Cleveland TS8 0RJ
(11 - 16 mixed comprehensive, 681 on roll)
(Tel: Middlesbrough 593113)
Required for September, 1984, a qualified and experienced teacher of hearing impaired children to provide support to partially hearing pupils being educated within the framework of a comprehensive school. As some mainstream teaching will be required, please specify subject area speciality.
Financial assistance with household removal expenses is available in approved cases.
Forms of application and further details are obtainable from and returnable to the Head Teacher at the school by 9th March 1984.
Applications by letter should include details of education, training, qualifications, and experience together with the names and addresses of two referees. (54791) 135620

Lancashire County Council

The following are required for the dates stated, and the closing date is 1st March, 1984.

Secondary Schools
Forms/further details from/to Headteacher at the school. SAE please.

BURNLEY TOWNELEY HIGH
Towneley Holmes, Burnley. (1161 on Roll, 11–16 Co-ed)
1st May 1984 or as soon as possible.
SCALE 4 — HEAD OF ENGLISH FACULTY

Re-advertisement
MORECAMBE & HEYSHAM HEYSHAM HIGH
Limes Avenue, Morecambe. (1302 on Roll, 11–18 Mixed Comp)
1st May 1984 or as soon as possible
SCALE 3 — HEAD OF PHYSICS

PRESTON TULKETH HIGH
Tag Lane, Ingol, Preston. (758 on Roll)
1st May 1984
SCALE 3 — MUSIC. DIRECT SCHOOL BAND, SCHOOL CHOIR & ASSIST SCHOOL PRODUCTIONS.

PENWORTHAM ALL HALLOWS R.C. HIGH (AIDED)
Crabtree Avenue, Penwortham, Preston. (890 on Roll)
1st May 1984
SCALE 3 — PHYSICS (SECOND IN SCIENCE DEPARTMENT)

Re-advertisement
MORECAMBE & HEYSHAM HEYSHAM HIGH
Limes Avenue, Morecambe. (1302 on Roll, 11–18 Mixed Comp)
1st May 1984 or as soon as possible
SCALE 1 — CONTROL TECHNOLOGY

ORMSKIRK GRAMMER (CONTROLLED)
Ruff Lane, Ormskirk. (1080 on Roll)
1st September 1984
TWO POSTS:
1. SCALE 1 — MATHEMATICS TO 'A' LEVEL
2. SCALE 1 — TECHNICAL SUBJECTS
(2924)

CITY OF BIRMINGHAM EDUCATION DEPARTMENT

Remedial – Scale 3
Archbishop Williams RC School, East Meadway, Birmingham B33 0AR. Tel: 021-783 4553.
Scale 3 available for suitably qualified and experienced applicant. RC preferred.
Head of Department catering for children with special educational needs.
Required as soon as possible.

Chemistry/Science – Scale 1
John Willmott School, Reddicap Heath Road, Birmingham B75 7DY. Tel: 021-738 1946.
Teacher for Chemistry to 'A' level and Biology and/or Physics in the lower school. Required Easter or September 1984.
Closing date 5.3.84.

Home Economics – Scale 1
Primrose Hill School, Shannon Road, Birmingham B38 9DE. Tel: 021-459 4451.
Required as soon as possible a Teacher of Home Economics – very well equipped Home Economics suite, including TVEI work.

Chemistry – Scale 1
Sir Wilfrid Martineau School, Gressel Lane, Birmingham B33 9UE (7 from entry fully developed co-educational Comprehensive School 1,200 pupils, 140 in Sixth Form). Tel: 021-779 2011.
Teacher of Chemistry required for CSE/'O' level and 'A' level work. Required Easter or September 1984.
Closing date 5.3.84.

Drama/English – Scale 1
Sir Wilfrid Martineau School
Drama and English. Ability and enthusiasm for full range of CSE, 'O' and 'A' level work in both subjects. Required Easter or September 1984.
Closing date 5.3.84.

Art – Scale 1
Sir Wilfrid Martineau School
Teacher of Art required Easter or September 1984. Applicants must be versatile, with particular interest in teaching History of Art throughout the age and ability range. Main teaching commitment in the two-dimensional area but ability to teach ceramics to 'O' level would be desirable.
Closing date 5.3.84.

Unless otherwise stated, application forms and further particulars are available from the Headteacher of the school concerned, enclosing s.a.e. (2917)

ilea
Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£987 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

SECOND MASTER/MISTRESS

Post of Responsibility

HACKNEY FREE & PAROCHIAL CE (SM)
Paragon Road, E9 6NR
Tel: 01-985 2430
Roll: 750
Headmaster: H. Aspey
Required from September 1984 a suitably qualified and experienced teacher for the post of Senior Mistress/Master (Deputy Head, Group 9 plus SPA). The exact scope of the post will depend on the strengths of the successful candidate, but the person appointed will be responsible for the Pastoral System of the school. Applicants must be practising communicant members of the Church of England.

Scale 1 Posts

GARRATT GREEN (SG)
Burntwood Lane, SW17
Tel: 01-946 6201
Roll: 1,050
Headmistress: Mrs S. Kay
Required immediately, teacher of French, Scale 1, up to CSE/O level to cover a post while the present holder of the position is away on maternity leave. This is a temporary engagement available until July 1984.

STOKE NEWINGTON (SM)
Clissold Road, N16 9EY
Tel: 01-254 0548
Roll: 1,500
Headmaster: Robin Chambers
Required asap teacher of Design and Technology, Scale 1. The Department is well equipped with a variety of specialist accommodation. Multi-cultural school with a strong commitment to equal opportunities.

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road, Plumstead SE18 7BB
Tel: 01-854 1114
Roll: 1,000
Headmaster: V. Bowen-West
Required from April 1984:
1) Teacher, Scale 1. Will be required to help in the organisation of Mathematics within the department in particular planning the curricular needs of the pupils. Will include 1-5 years. SMILE is used.
2) Required for one term in the first instance. Teacher, Scale 1, for small groups of pupils with learning difficulties, within the department of Special Needs.

SECONDARY – OTHER THAN BY SUBJECTS
continued

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE

MEDIA STUDIES TEACHER/ADVISER

£8,754 - £11,763 per annum

Required as soon as possible, a suitably qualified and experienced person for appointment as Media Studies Teacher/Adviser for an initial period of three years.

Candidates should have appropriate experience of teaching Film and/or Television Studies and an interest in developing the teaching of critical and practical skills in schools and colleges.

Further details are available on request.

Applications by letter to be addressed to the Director of Education, Schools Section, Room 404, Civic Centre, Newcastle upon Tyne NE1 8PU by Friday, 2nd March, 1984. (54799) 135620

Scale 1 Posts

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
GREENHEAD GRAMMAR SCHOOL
Required, preferably for Easter 1984, a teacher of Urdu (Scale 1) to teach up to G.C.E. 'O' level in the first instance at this 13 - 18 mixed comprehensive school of 1,200 pupils on the Skipton side of Keighley.

Application forms and further details may be obtained (s.a.e. please) from The Headteacher, Greenhead Grammar School, Greenhead Road, Keighley, West Yorkshire BD20 6EB, (Tel: Keighley 662828) to whom completed forms should be returned by 29th February 1984.

Reference: ET13184/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability - unless otherwise stated. (54998) 135622

WALTHAM FOREST

AN EQUAL OPPORTUNITIES EMPLOYER
Y.E.S.S. PROJECT
MARKHOUSE CENTRE
Markhouse Road, London E17
PROJECT CO-ORDINATOR - JOHN FRASER
REQUIRED AS SOON AS POSSIBLE, FULL-TIME TEACHER - INITIALLY ON A SUPPLY BASIS.
Scale 1 + London Allowance.

The Y.E.S.S. Project has a team of Social Workers; Youth Workers and Teachers, and works with young people, their schools and their families. The aim of this joint Social Services/Education Project is to avoid the risk of removal from home and school.

The Project has been established for over six years and is now changing its role in order to work in other parts of the Borough. The Project and its multi-disciplinary team are currently moving to a new locality to work with truants, disaffected pupils and their families.

The person appointed will be expected to work within the framework of our multi-disciplinary team and have an enthusiastic and flexible approach to both school and Centre-based work. A teaching background involved with youngsters from a multi-cultural background combined with youth work or any relevant experience within the secondary age range would be advantageous.

For informal discussion please contact either John Fraser, Project Co-ordinator, or Susan Castle, Teacher-in-Charge - Markhouse Centre, Markhouse Road, London E17. Tel: 01-521 6206/7.

Closing date: 2nd March, 1984. Ref. No. 6/873. (54109) 135622

Sixth Form and Tertiary Colleges

Headships

STAFFORDSHIRE

EDUCATION COMMITTEE
CITY OF STOKE-ON-TRENT SIXTH FORM COLLEGE
Victoria Road, Fenton, Stoke on Trent ST4 2RR
POST OF PRINCIPAL (GROUP 14)

Suitably qualified and experienced candidates are invited to apply for the post of Principal of the Stoke-on-Trent Sixth Form College (Group 14), presently accommodating some 1150 students aged mainly between 16 and 19 years. The successful applicant will be required to take up the post as from 1st September, 1984.

Application forms and further details obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e.). Closing date 2nd March, 1984.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (65266) 140010

Heads of Department

BARNET

LONDON BOROUGH
WOODHOUSE SIXTH FORM COLLEGE
Woodhouse Road, Finchley, N12
01-445 1210
500 students, 16 - 19 mixed. Open-access
Required SEPTEMBER, 1984, due to retirement, HEAD OF LANGUAGES, Scale 4. Experienced FRENCH specialist required to lead team of five modern linguists (including French, German and Spanish) and a Classicist. French taught to S-level and Oxbridge entrance, A-level (London Board Syllabus A and B), O-level, with A/O French for Business Studies.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Principal with full c.v. and names of two referees S.A.E.

Director of Educational Services. (65274) 140018

BIRMINGHAM

EDUCATION DEPARTMENT

HEAD OF GEOGRAPHY - SCALE 3

JOSIAH MASON COLLEGE
Slade Road, Birmingham B23 7JH

Tel: 021-382 4757

This new Sixth Form College opened in September 1983 as part of the re-organisation of 16 - 19 education in Birmingham. Courses are offered at Advanced and Ordinary Level, together with certain vocational and foundation courses.

Required for September 1984, a well qualified and experienced Head of Geography to be responsible to the Head of Humanities for developing the department and teaching the subject to 'A', 'O' Level and C S E standard. These courses are already operating in the college, but there is considerable scope for future development and co-operation with other subjects within the Humanities area.

Application forms and further details may be obtained from the Principal, to whom completed forms should be returned as soon as possible. (65180) 140018

NORTH YORKSHIRE

COUNTY COUNCIL
SCARBOROUGH SIXTH FORM COLLEGE
Sandybed Lane, Scarborough YO12 5LF
Required for September 1984 a HEAD OF ENGLISH (Scale 4). The College has 650 students and the English department is popular and successful.

Details and application forms may be obtained from the Principal. Please enclose a stamped addressed envelope.

Closing date for applications Monday 5 March, 1984. (54203) 140018

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53241) 140018

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton, Beds LU2 7EW
Principal: Dr. L. Martindale, B.Sc.(Econ).
Required for September 1984, a teacher of Computer Science (Scale 1) to teach the subject up to 'A' level.

The department is very well equipped, its hardware including two microcomputer networks. The increasing range of courses means that the post will be suitable not only for teachers who will qualify in 1984 but also for teachers already in service who wish to widen their experience. Applicants should be willing to assist in developing courses for more general awareness of computers in information technology, etc.

Application forms and further details obtainable from and returnable to the principal at the college, sae please. (54224) 140022

NORFOLK

EAST NORFOLK SIXTH FORM COLLEGE
Church Lane, Gorleston, Gt. Yarmouth NR31 3BQ

Required for 1st September 1984 Graduate to teach 'A' and 'O' level Physics and to develop Electronics teaching in the College. A Scale 2 post available for suitably qualified and experienced applicant.

Forms and details from the Principal at the College (s.a.e. please). Closing date: 2nd March 1984. (54511) 140022

Special Education

Headships

AVON COUNTY

BATH & WESSEX HOSPITAL SCHOOL
Combe Park, Bath BA1 3NJ
Salary in accordance with Group 5(S). Vacancy from 1st September 1984.
Further details and application form, returnable by 9th March, from Director of Education, PO Box 57, Avon House North, St. James Barton, Bristol BS99 7EB. Please enclose sae.

Avon is an equal opportunities employer. (65259) 160010

BERKSHIRE

THE CASTLE SPECIAL SCHOOL
Love Lane, Donnington, Newbury
N.O.R. 200
Required for September 1984. HEADTEACHER (Group 5S).

Application form and further details from the Director of Education (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE).

Closing date March 9th, 1984.

Berkshire County Council is an equal opportunity employer. (50632) 160010

CAMBRIDGESHIRE

THE LADY ADRIAN SCHOOL
Cambridge
Applications are invited for the HEADSHIP of this Group 6(s) special school.

Applications and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (S.A.E. please) returnable by 27th February. (65059) 160010

HAMPSHIRE

EAST SHORE SCHOOL
Eastern Road, Portsmouth PO3 6EP
Required from September 1984 Headteacher Group 5(S) for this School for children aged 4 - 11 with severe learning difficulties.

For details and application form send S.A.E. to the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ. Closing date 2nd March 1984. (56857) 160010

HUMBERSIDE

EDUCATION COMMITTEE
HEAD REQUIRED FOR SEPTEMBER 1984 FOR SUTCLIFFE SPECIAL SCHOOL
Second Avenue, Grimsby, South Humberside
(for pupils with severe learning difficulties)
N.O.R. 49
Group 4(S)
Age Range 3 - 16
Application forms and further particulars are obtainable from the Director of Education (HQ Staffing), County Hall, Beverley, North Humberside HU17 9BA. (Tel: (0482) 867131, Ext. 3318 to whom completed forms should be returned NOT LATER THAN FRIDAY, 2ND MARCH 1984. (54960) 160010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
APPOINTMENT OF HEAD TEACHER
HARDWICK DAY SPECIAL SCHOOL
Coldharbour Lane, Tonbridge
Applications are invited for the post of Head Teacher of this Group 5(s) Day Special School for pupils with severe learning difficulties, to take effect from September 1984. Autumn Term 1983, Roll: 76.

Application forms and further details from the Divisional Education Officer, 125 High Street, West Malling. (S.A.E. please) to be returned by 2nd March 1984. (54126) 160010

SOUTH DEVON

LUPTON HOUSE SCHOOLS
South Devon
Required, (due to retirement) September 1984, HEADTEACHER (5S) at Lupton House School, Sandford Orleigh, Newton Abbot.

Residential School catering for up to 40 boys with special educational needs, (previously categorised "maladjusted").

Further details and application forms from the Principal. (65165) 160010

WORCESTERSHIRE

BIRMINGHAM ROYAL INSTITUTION FOR THE BLIND
LICKEY GRANGE SCHOOL
Old Birmingham Road, Bromsgrove, Worcs. B60 1NP
Applications are invited from experienced teachers who hold a recognised qualification for teaching visually handicapped children for the post of Principal of this Group 5(S) school with effect from 1st September, 1984. The position is residential and a detached house is provided on the 26 acre site.

Further details may be obtained from the General Secretary, B.R.I.B., 49 Court Oak Road, Harborne, Birmingham, to whom applications should be sent before 24th February, 1984 with curriculum vitae and details of two referees. (54106) 160010

Deputy Headships Second Masters/ Mistresses

DORSET

LINWOOD SCHOOL
Alma Road, Winton, Bournemouth
Required for September, 1984, a SECOND MASTER/MISTRESS at this Group 7 (S) day special school providing 180 places for children (age range 3 - 16+) with moderate and severe learning difficulties. Applicants must hold a relevant qualification in the education of children with special needs.

Application forms and further details form the Headmaster on receipt of s.a.e. Closing date 2nd March, 1984. (65214) 160012

HAMPSHIRE

SAXON WOOD SCHOOL
(Physically handicapped Children 2 - 11 years)
Rooksdown Lane, Basingstoke
Tel: Basingstoke 56635/6
Group 4(s)
Required September 1984 or earlier. DEPUTY HEAD TEACHER - Enthusiastic, adaptable and able to work in a multidisciplinary situation where close parental involvement is encouraged.

The school works 8 sessions a year with holidays of 1,2, or 3 weeks between sessions.

Teachers experienced in teaching physically handicapped children may contact the Head Teacher for further details, job descriptions, application forms and arrangements for visiting. Closing date for receipt of completed applications 29th February 1984. (54785) 160012

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
BROOMHILL BANK SCHOOL
Rusthall, Tunbridge Wells
Required for September 1984. DEPUTY HEAD TEACHER for this Group 5(S) Residential and Day Special School for Senior Girls with learning difficulties (up to 110 on roll Boarding Section: 70 - Day 40).

A one-bedroomed flat is available at the school if required. The School closes on alternate weekends and has normal school holidays.

Application forms and further information may be obtained from the Headmaster Mr. E. Ainley, at the School, please enclose foolscap S.A.E.

SWINFORD MANOR SCHOOL
Hothfield, Ashford
(Residential School for Maladjusted Boys)
(Roll 52)
Deputy Head Teacher (Group 45) required September 1984.

The school has a strong and highly developed educational system to which the successful candidate will be expected to make further contributions. Experience in residential work essential.

Unfurnished 3 bedroom flat available.

Application form and further particulars from Divisional Education Officer, Elwick Road, Ashford, Kent (S.A.E. please). The Headmaster welcomes informal enquiries on Ashford 22958.

This is a readvertisement - previous applications will be reconsidered. (54125) 160012

Scale 2 Posts and above

CAMBRIDGESHIRE

IDA DARWIN SCHOOL
TEACHER required from Easter 1984 or sooner if possible for children with severe learning difficulties. Special care and Audio Visual Aids/ Interest in Computer Technology experience an advantage.

A Scale 2(S) post available for suitable applicant.

Application form and further details available from the Headteacher, Ida Darwin School, Fulbourn, Cambridge, Tel: Cambridge (0223) 880980. Closing date 27th February. (50656) 160020

CAMBRIDGESHIRE

TEACHERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SCALE 2)
The Authority is seeking to appoint two teachers to develop provision in Assessment Units. Infant and Special Education experience essential.

Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP, returnable by 27th February 1984, s.a.e. please. (54503) 160020

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
BRIDGEVIEW SCHOOL
Ferriby Road, Hessle HU13 0HR
SCALE 2(S) POST
Required for April, 1984, a teacher of General Subjects (Mathematics and English) with special responsibility for teaching Humanities throughout the school. Bridgeview caters for the educational, social and emotional needs of up to 72 boarding and day pupils in the 8 - 16 age range. For informal discussion please Tel: Hull (0482) 640115.

Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 24th February, 1984. (54963) 160020

HUMBERSIDE

BROADGATE HOSPITAL ADOLESCENT UNIT
Maple House, Broadgate Hospital, Beverley HU17 8RN
SCALE 2 POST
Required for April, 1984, a teacher for the Hospital Unit which caters for emotionally disturbed adolescents, who have been referred for in-patient psychiatric help. The average length of stay is four months, and most pupils return to their original schools after this period.

Applications are invited from teachers able to teach Maths/Science subjects to C.S.E. level, and contribute positively to other subjects when required. The Unit has its own BBC computer. Most pupils follow course work set by their own schools, but this vacancy offers the opportunity to work therapeutically and individually with adolescents as a member of an enthusiastic team. A driving licence is essential.

Further details may be obtained from the Adolescent Unit (School), Tel: Hull (0482) 860511.

Application forms for this post are available from and returnable to the Divisional Education Office, Manor Road, Beverley, North Humberside HU17 7BR (S.A.E. please) by 24th February, 1984. (54062) 160020

HUMBERSIDE

COUNTY COUNCIL
SERVICE FOR THE HEARING IMPAIRED
RE-ADVERTISEMENT
TEACHER FOR HEARING IMPAIRED CHILDREN - SCALE 2 + S.S.A.
SYDNEY SMITH SENIOR HIGH SCHOOL
Anlaby, Hull
Applications are invited from qualified, preferably experienced, teachers of the hearing impaired to join this established Department for hearing impaired children from 13 - 18 years.

The post is vacant with effect from April or September 1984.

Applications will also be considered from experienced teachers interested in teaching hearing impaired children.

Previous applicants will automatically be reconsidered, and need not re-apply.

Application forms and further details are obtainable from: Head of Hearing Impaired Service, Lowfield Lane, Melton, North Ferriby, North Humberside HU14 3HT, to whom completed applications forms should be returned by 27th February 1984. (54965) 160020

NORTH YORKSHIRE COUNTY COUNCIL

SELBY TERTIARY COLLEGE

HEAD OF DEPARTMENT OF SCIENCE, TECHNOLOGY AND DESIGN (GRADE III)

Applications are invited for September 1984 on the opening of Selby Tertiary College following reorganisation of 16+ education in Selby and the surrounding area.

Further information and application forms are available from the Staffing Section (Reorganisation), Area Education Office, 60 Piccadilly, York YO1 1PW, on receipt of stamped, self-addressed envelope.

(2764)

MONKTON COMBE SCHOOL
Bath

requires in September 1984

Head of Sixth Form General Studies

The post offers an exciting challenge to a well qualified graduate with wide academic interests. Ability to teach ENGLISH to 'A' level is essential. Willingness to coach sport, particularly rowing, and help with the CCF an advantage. A committed Christian keen on boarding school life is sought.

Applications to the Head Master.

(2642)

HAMPSHIRE

Queen Mary's College
(1,200 mixed)

Required September 1984, additional staff in this expanding comprehensive college for the 16–19 age group.

Applicants should have a firm commitment to:
(i) The comprehensive principle;
(ii) The ideals of general education;
(iii) The personal tutoring role of staff working with the student age group.

Applications are invited, in the first instance, for Scale I posts in the following departments:
- Computer Studies
- French
- Mathematics
- Secretarial Studies
- Technical Studies

Please write for full details to The Principal at Queen Mary's College, Cliddesden Road, Basingstoke RG21 3HF.

SPECIAL EDUCATION
continued

KENT

COUNTY COUNCIL
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
The County Council has well established services for hearing impaired children. There is a comprehensive Audiological service and close liaison with psychological services.

ASSISTANT TEACHER.
There is a vacancy for an experienced Teacher of Hearing Impaired Children at the Hearing Impaired unit attached to Fair View County Primary School, Drewery Drive, Wigmore, Gillingham, Kent ME8 0NV, to take effect from September 1984.

ASSISTANT TEACHER.
There is a vacancy for an experienced Teacher of Hearing Impaired Children at Molehill Copse County Primary School, Hereford Road, Maidstone, Kent ME15 7ND, to take effect from September 1984.

Both teachers will be required to work with a new class of oral deaf/severely hearing impaired children. The children will be of junior age range and the group will be small to allow intensive academic help to be given in the unit setting. Social integration will take place for some appropriate lessons.

Scale 2 + S.S.A.

Further details and application forms are available from the County Education Officer (Ref. T7), Springfield, Maidstone, Kent ME14 6LJ (S.A.E. please) to whom they should be returned by 9th March 1984. (54127) 160020

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

ASHMOUNT SCHOOL
'Ashmount', Beacon Road, Loughborough, Leicestershire

Roll c60
SPECIAL CARE UNIT TEACHER SCALE 2

Required as soon as possible for 16 severely physically and mentally handicapped children aged 2 - 19 years. Applicants must have the ability to lead a multi-disciplinary team and be in possession of a Diploma or similar qualification in the education of children with special needs. Pool therapy is organised on a weekly basis.

Telephone for further details from the Headteacher, Mrs. E.A. Heather on Loughborough 268506.

Apply (no forms) with full particulars and names and addresses of two referees (SAE). (50684) 160020

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

SERVICE FOR HEARING-IMPAIRED CHILDREN

CROWN HILLS SCHOOL AND COMMUNITY COLLEGE
Gwendolen Road, Leicester LE5 5FT

QUALIFIED TEACHER OF THE DEAF

SCALE 2s for suitably experienced teacher

Qualified teacher of the deaf to join a team of three teachers catering for the needs of Secondary aged profoundly hearing impaired children, covering the age range 11 - 16 years.

The unit operated a natural aural approach to the development of language and communication skills involving a high level of integration.

Apply by letter (no forms) including a full curriculum vitae and the names and addresses of two referees to the head teacher, Mr. R. Pennington, B.A., M.Ed. (50687) 160020

Scale 1 Posts

HAMPSHIRE

BAYCROFT SCHOOL
Gosport Road, Stubbington, Fareham, Hants. PO14 2AE
11 - 16 mixed Comprehensive for children with moderate learning difficulties - 185 on roll.
Required as soon as possible a Teacher for boys' P.E. and games - Scale 1. Also required to take a class.

Applications in writing to the Headmistress with full curriculum vitae and names and addresses of two educational referees. Please send s.a.e. (54781) 160022

LIVERPOOL

CATHOLIC SOCIAL SERVICES
Liverpool

ST. VINCENT'S RESIDENTIAL CHILDREN'S CENTRE
Ravenmeols Lane, Formby L37 4DQ

(Tel: Formby 73413)

GENERAL SUBJECTS TEACHER - SCALE 1

An Assistant Teacher Scale 1 is required to teach General Subjects, specialising in History and Geography.

St. Vincent's Children's Centre caters for up to 35 boys in the Care of Local Authorities. Many of the children have learning difficulties and behavioural problems. The Centre has a sound educational tradition which the successful applicant will be required to encourage and develop.

The Teacher would be required to have an extra curricular involvement of 15 hours per week at the Centre.

Salary is in accordance with the Burnham Scale 1 plus an extra curricular duties allowance of £1,869 p.a., and a special Centre allowance of £1,056 p.a.

The Teacher appointed would be expected to commence 1st May, 1984.

Application Forms on request from: The Personnel Officer, Catholic Social Services, 150, Brownlow Hill, Liverpool L3 5RF. (Tel: 051-708 0566) (S.A.E. please).

Further particulars and enquiries: Mr. J. Toolan, Principal, St. Vincent's Children's Centre, Ravenmeols Lane, Formby L37 4DQ. Tel: Formby 73413.

Closing Date: 23rd February, 1984. (65140) 160022

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
WILLIAM WILBERFORCE SCHOOL
Camp Road, Wimbledon, SW19 4UN
Headteacher: Miss. H. Stephenson B.A.
Tel: No. 01-947 6969
Age Range: 5 - 18 years
London Allowance: £987
Closing Date: 7.3.1984.
Required April 1984 for this school for pupils with learning difficulties, Scale 1 Teacher of General Subjects.

Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (54115) 160022

N. WALES

HENGWRT HALL SCHOOL
Rhydymain, Nr. Dolgellau, N. Wales

(A Part of Care Concern)

This Registered Independent Boarding School for 35 severely mentally handicapped children has the following vacancy.

ASSISTANT TEACHER

Applicants must be qualified teachers and should hold an additional qualification specifically concerned with the teaching and management of handicapped pupils.

SALARY: Within the Range £5,889 - £8,853 p.a.

CLOSING DATE: 1st March.

Application Forms and Role Definitions available from the Staffing Officer, Care Concern, Oak Lodge, Llanpwyfan, Nr. Denbigh, Clwyd. Tel: 08244 681/2/3/4.

Informal discussions are welcomed by the Principal, Hengwrt Hall School, on Rhydymain, 641. (65168) 160022

ST. HELENS

BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
PERKFORD SCHOOL
Newton-le-Willows
Scale 1 plus Special Schools' Allowance
A teacher of craft subjects is required at this school for 145 pupils with learning difficulties. Modern facilities are provided for woodwork, metalwork and pottery.

Application forms and further details available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens WA10 1RN, to whom completed forms should be returned as soon as possible.

An Equal Opportunity employer. (65247) 160022

SURREY

SUTTON LINK DAY SECONDARY SCHOOL
82/84 Croydon Road, Beddington, Surrey
Require Easter 1984 qualified teacher with experience in primary, middle or special schools. Must be able to offer both Art and a skilled remedial approach to small group of 6 - 8 children aged 12 - 14 with emotional and learning problems. Special Schools Allowance (Burnham).

Details and application form from Headteacher. (65882) 160022

WARWICKSHIRE

TYNTESFIELD SCHOOL
Overslade Lane, Rugby CV22 6DY

Teacher with ability to take MUSIC throughout the school and ART & CRAFT in the middle school. Interest in children with special needs essential.

Forms and further details from the Headmaster at the school. (54766) 160022

WEST SUSSEX

SOUTHERN AREA
HEARING IMPAIRED UNIT
CONNAUGHT JUNIOR SCHOOL
York Road, Littlehampton
Required September, 1984. Qualified Teacher of the deaf. Scale 1 plus Special Class Allowance.

For further details and application forms apply to Headteacher at the School enclosing s.a.f.e. (54789) 160022

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

Appointments in Scotland

GRAMPIAN
REGIONAL COUNCIL

EDUCATION DEPARTMENT

AREA CAREERS ADVISER (2)

Ref 89/84 TES

Applicants should be professionally qualified and experienced in work of careers service. Responsible for organising and supervising work of a team of careers advisers and support staff. Salary scale £9,660 to £10,554.

Application forms and further details from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Closing date 5th March (54597) 170000

ST. ANDREW'S COLLEGE OF EDUCATION
Bearsden, Glasgow

RESEARCH OFFICER

Applications are invited for the above post which is a temporary appointment based here from April 1984 to September 1985, for an In-Service Evaluation Project funded by NICCER.

Previous research experience required. A knowledge of the College of Education system and ability to work with College staff is desirable.

Salary scale £9,136–£11,355 (level to be negotiated).

Application forms and further details from the Assistant Principal (In-Service), Tel: 041-943 1424, to be returned by 27th February 1984.

(2606)

HIGH SCHOOL OF DUNDEE
(H.M.C.: Grant-aided/Independent)

HEAD of JUNIOR DEPARTMENT

Applications are invited for the above post, which will become vacant due to the retiral of the present holder with effect from August 1984.

Applicants should be well-qualified and have good experience of the Primary 4–7 stages.

PROMOTED POST in RELIGIOUS EDUCATION

Applications are invited for this new post with effect from August 1984.

Applicants should be well-qualified and have good experience. A willingness to take part in games and extra-curricular activities will be a recommendation.

Applicants for both posts must be registered or eligible for registration, with the General Teaching Council.

Salary according to National Scales.

Further particulars and forms of application are available from the Rector, High School of Dundee, PO Box 16, Euclid Crescent, Dundee DD1 9BP, to whom completed applications should be returned by 5th March.

(2676)

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted posts:

SECONDARY

PRINCIPAL TEACHER — *Responsibility Allowance*

Reference B	James Gillespie's High School – Business Studies/Economics	£2,823
Reference C	Dalkeith High School – Home Economics	£2,676

Salaries will be in accordance with the Scottish Teachers' Salaries Memorandum.

Application forms and further particulars may be obtained from:

For post marked B: Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.

For post marked C: Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.

Closing date for applications is 2nd March, 1984.

CENTRAL REGIONAL COUNCIL
Education Department

FALKIRK COLLEGE OF TECHNOLOGY

Lecturer 'A' in Legal Studies

Applications are invited for the above post in the department of Commerce and Business Studies. Applicants should hold an appropriate degree or professional qualification in Law or a related field, preferably with relevant experience in Commerce or Administration.

The successful applicant will be required to teach Law and related subjects in business courses up to HND and final professional level.

Salary Scale:
Lecturer 'A' – £8,313–£12,228 (Bar) – £13,125.

Placing will be given for appropriate industrial and full-time teaching experience.

Further details and forms of application are available from the Director of Education, Central Regional Council, Viewforth, Stirling FK8 2ET.

Completed application forms should be returned to the Principal, Falkirk College of Technology, Grangemouth Road, Falkirk FK2 9AD within 15 days of the appearance of this advertisement.

Principal Teacher of Music

Graeme High School, Falkirk (Tel: Falkirk 22576).
Responsibility Payment £3,402.

Principal Teacher of Music

Graeme High School, Falkirk (Tel: Falkirk 22576).
Responsibility Payment £3,402.
Further details are available from the Rector of the Schools.
Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland, for both posts.
Application forms can be obtained from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling to be returned not later than Monday, 12th March, 1984.

Teacher of Chemistry/Science

Bannockburn High School (Tel: Bannockburn 813519).
Further details are available from the Rector of the School.
Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.
Application forms can be obtained from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling to be returned not later than Monday, 5th March, 1984.

(2647)

Independent Schools

Headships

HERTFORDSHIRE

ST JOSEPH'S SCHOOL
Hertfingford Bury, R.C.,
Near Hertford
Boys and Girls Independent Primary Group 3

Applications are invited for the post of Head Teacher at this former Convent School for September 1984.

Letters of application should be addressed to The School Secretary by the 16th of March. (54341) 180010

STOVER SCHOOL
Newton Abbot
Devon

APPOINTMENT OF HEAD

The Governors of Stover School (Public School for Girls aged 10-18 years, boarding and day) Newton Abbot, Devon, invite applications for the post of Head which will become vacant on September 1st, 1984.

Applications for further details to the Clerk to the Governors (address above).

(2518)

The Governors invite applications for the post of

HEAD TEACHER

of
Saint Martin's Public Day School for Girls

to take up the post preferably from September, 1984

Saint Martin's, which has 300 girls with an age range of three years to 'O' level, is situated in a pleasant residential area.

Salary negotiable (Min Group 7).

Application forms and further details available from Clerk to the Governors
Saint Martin's, Stanton Road
Solihull B91 3RU

(2348)

The Incorporated Froebel Educational Institute, Roehampton, London, S.W.15.

The Governing Body invite applications for the post of:-

HEAD OF IBSTOCK PLACE SCHOOL

The post will become vacant on 1st September, 1984. There are presently 300 children in the age range 3 to 16 years attending the co-educational school.

Applicants should be university graduates. Salary according to qualified Head Teacher Group 6 plus London Allowance (Inner Area). Residential accommodation negotiable.

Further details will be sent on request to the Secretary, The Incorporated Froebel Educational Institute, 'Templeton', 118 Priory Lane, London, SW15 5JW.

(2871)

ST. MARGARET'S SCHOOL EDINBURGH

The Governors invite applications for the post of

PRINCIPAL

Following the appointment of Dr Patricia J. G. Hiddleston as Headmistress of Durban Girls' College, South Africa.

One of Edinburgh's leading independent schools St. Margaret's has an enrolment of 950 girls in the age range 5–18 years of whom 150 girls are boarders. There is also a nursery unit.

Recent developments at this enterprising school include the imminent establishment of a Senior College for V and VI years.

Applications are invited by 28th February 1984 to Gordon G. Ruffle, C.A., Secretary to the Governors, 6 St. Colme Street, Edinburgh EH3 6AD. Tel: 031 225 4681 from whom any further information may be obtained.

(2772)

DODDERHILL SCHOOL DROITWICH, WORCESTERSHIRE

Appointment of

HEAD

The Governors invite applications for post of Head from September 1984.

Dodderhill School, founded in 1973, is a developing, independent day school now with 122 girls aged 11–16. G.C.E. 'O' Level is taken in the final year.

Further details may be obtained from:
The Secretary to the Governors,
Dodderhill School,
Droitwich,
Worcestershire WR9 0BE.

(2400)

SHERBORNE SCHOOL FOR GIRLS

The Governors invite applications for appointment as

HEAD

Miss Elizabeth Coulter will retire at the end of the Summer Term 1985 and her successor will assume office on 1st September 1985. The Governors hope to make an appointment in July this year.

For information about the school and the appointment please apply to the Clerk to the Governors, The Abbey Close, Sherborne, Dorset DT9 3LH.

Closing date for applications is 2nd April 1984.

(2380)

Deputy Headships Second Masters/ Mistresses

KENT

THE SACRED HEART SCHOOL
Beechwood, Pembury Road, Tunbridge Wells TN2 3QD

Catholic Independent Boarding & Day School for Girls (11 - 18)

DEPUTY HEAD

Required for September 1984. Burnham Scale 7.

Further details (S.A.E.) from the Headmaster. (54721) 180012

BERKSHIRE

LEIGHTON PARK SCHOOL
Master of Junior House.
See box display advertisement. (54801) 180012

KENT

BEDGEBURY SCHOOL
(GSA 400 girls)
Requires for September 1984 a fully qualified and experienced graduate for the new post of Deputy Head of the Lower School. The salary will be Burnham Scale 4. The appointee will be required to be resident at Lower School and to teach up to 20 lessons per week. Candidates should please state subject(s) which they can offer.

Further details of the school and the post itself are available from the Headmaster to whom a letter of application with full c.v. and the names and addresses of 2 referees should be sent to: Bedgebury School, Goudhurst, Kent. Closing date 7th March. (54533) 180012

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
DEPUTY HEAD OF JUNIOR DEPARTMENT
Applications are invited from well-qualified and experienced teachers for the above post in a Junior Department of 190 girls aged 7 - 11 yrs. The Deputy Head will be responsible for a class of first year juniors aged 7 - 8 yrs. Basic subjects including art/craft and nature study are required to a high standard.

This post also carries the responsibility for display and exhibition work throughout the department.

Salary according to experience.

The appointment will take effect from September 1984.

Apply to the Headmistress, with curriculum vitae and names of two referees. (54774) 180012

OXON

DEPUTY HEAD

TUDOR HALL SCHOOL
Wykham Park, Banbury, Oxon OX16 9UR

Applications are invited for the post of RESIDENT DEPUTY HEAD of this Independent Public Boarding School for Girls aged 11 - 18. A modern flat in School is provided. Prospectus and details of the post will be forwarded on request.

Please apply by letter to the Headmistress stating academic subjects and enclosing C.V. and names of two referees. (54775) 180012

ROME

ST. GEORGE'S ENGLISH SCHOOL
requires a Deputy Head (Curriculum).
Please see Overseas Section. (65540) 180012

ILFORD
(London Borough of Redbridge)
URSULINE CONVENT HIGH SCHOOL
Morland Road, IG1 4QS

Telephone: 01-554 1995

HEAD

of this independent R.C. 3 f.e. grammer school for girls. Group 8 — Roll 435

The Governors invite applications from suitably qualified and experienced practising Roman Catholic teachers for the Headship which falls vacant in September 1984.

Full details and application forms may be obtained from:– The Secretary to the Governors, 8 Coventry Road, Ilford, Essex IG1 4QS. Closing date: 27th February, 1984.

Previous applicants for the above post will be reconsidered.

(2409)

CHANNING SCHOOL
Independent Day School
400 Girls 5–18 years

The Governors invite applications for the appointment of

HEAD

following the appointment of Mrs Macaire to the Headship of Ashford Girls' School. It is hoped her successor will assume office on 1st September, 1984.

For information about the School and the appointment please apply to the Clerk to the Governors, Channing School, Highgate, London N6 5HF. Closing date for applications Friday, 9th March, 1984.

(2878)

LEIGHTON PARK SCHOOL
Reading RG2 7DH

(HMC, Quaker, currently boys 13-18 with Sixth form girls)

MASTER OF JUNIOR HOUSE (Deputy Head Scale Group 8)

The Junior House for 11-13 boys will open in September 1985.

The Master's appointment will start in January or April 1985.

Details are available from the Headmaster (0734-872065).

(2254)

By Subject Classification

Arts and Design

Heads of Department

CORNWALL

TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
Independent Day and Boarding School
Formerly Direct Grant
Church of England Foundation
490 girls: 5 - 18 years
Boys in Junior School & Sixth Form

Required for September, 1984, on the retirement of the present holder, a Head of Art to work throughout the Senior School and to prepare girls for 'O' and 'A' level.

This is a lively department offering a wide variety of courses including pottery and History of Art to AO level; a number of girls proceed to Art Colleges and similar courses. Burnham Scale 2. Government Superannuation Scheme.

Please apply in writing giving details of qualifications and experience, together with the names and addresses of two referees to the Headmistress at the School as soon as possible. (54925) 181218

INDEPENDENT ART continued

SURREY

GUILDFORD HIGH SCHOOL
(Church Schools Company Ltd.)
London Road, Guildford, Surrey GU1 1SJ

Required for September HEAD OF ART to take responsibility for Art and Design within the school, to teach to O and A Level and to organise and develop the Department in its new purpose-built studios due for completion in 1985. Candidates should be versatile and have successful teaching experience. Please specify main areas of interest. Scale 2 post.

Apply by letter to the Headmistress, enclosing c.v. and giving names of two referees. (65711) 181218

Other Assistants

CROYDON

HIGH SCHOOL GPDST
Old Farleigh Road, Selsdon, South Croydon CR2 8YB.
Required for September 1984 well qualified and enthusiastic part-time teacher of ART to share in teaching the subject throughout the school up to and including Ordinary Advanced Levels.

Written applications to the Head Mistress stating main areas of interest, with c.v., s.a.e., names and addresses of 2 referees. (54984) 181224

ESSEX

FELSTED SCHOOL
ART GRADUATE required for September 1984, to be assistant to the Director of Art. Preference will be given to a Fine Arts graduate interested in etching and printmaking who is also qualified to teach History of Art and Architecture to 'A'-level. Teaching experience would be an advantage. The contract will initially be for one year but could be renewed on a permanent basis.

Applications, including names of two referees, should be sent to the Headmaster, Felsted School, Dunmow, Essex. (65131) 181224

LONDON

GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for the Summer Term 1984 in this Independent Girls' School, a qualified and experienced assistant teacher in the Art Department, O Level and A Level work is offered. This is a temporary post.

Please apply to the Headmistress at the school with Curriculum Vitae and the names and addresses of two referees.

Scale 2 post available for the right applicant. (65205) 181224

MARLBOROUGH

MARLBOROUGH COLLEGE
Wiltshire

(750 boys aged 13 - 18; 100 girls aged 16 - 18)

Two teachers required for September 1984 for large, centrally situated and superbly equipped Art department.

1. A specialist to take charge of the Pottery and 3-D area and to A level and beyond.

2. An enthusiast with multi-disciplinary interests who will take special responsibility for extending the work of the department through experimental projects and the encouragement of individual expression.

Single or married accommodation available. Salary above Burnham.

Applications (with curriculum vitae and name, address and preferably telephone number of two referees) and enquiries to The Master, Marlborough College, Wiltshire SN8 1PA. Tel: 0672 52140. (60646) 181924

SOMERSET

MILLFIELD SCHOOL
Co-educational Boarding School of 1100 pupils, including over 400 Sixth Formers; 165 teachers
REQUIRED for September 1984:

Experienced teacher of ART and HISTORY OF ART, with enthusiasm for extra-curricular involvement.

Apply to Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae and the names of two referees. (54007) 181224

WILTSHIRE

ST MARY'S SCHOOL
Calne

INDEPENDENT BOARDING SCHOOL FOR GIRLS, STRONG VITH FORM

Required for September 1984 a fine art graduate to develop graphic design within the Art School up to advanced level. Other areas include painting, ceramics, sculpture and photography. Burnham Scale.

Apply to the Headmistress with C.V. and the names of two referees. (65733) 181224

WILTSHIRE

CRANBORNE CHASE SCHOOL
ART DEPARTMENT
A teacher of Art is required as from September, 1984 to teach in a flourishing Art Department where a wide range of subjects are taught.

Some teaching of 'A' level Histoy of Art may be available. Accommodation is available if required for a single or married person.

Apply with curriculum vitae and names of two referees to Headmistress, Cranborne Chase School, Wardour Castle, Tisbury, Wilts. (Tel: (0747) 870464). (65155) 181224

Careers

Other Assistants

BEDFORDSHIRE

THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX

960 girls (7 - 18), 190 in Sixth Form

Required in September 1984, an assistant teacher with CAREERS experience, to be second in the department and a member of a team teaching and interviewing students from 13+ to 18+. The successful candidate will assist in the running of the careers libraries in the school; careers work will occupy approximately half of a full timetable. State SECOND TEACHING SUBJECT. Burnham Scale.

The enlarged and much improved Sixth Form centre will be ready in September and the new careers area includes a careers interviewing room/office for the assistant careers teacher. Further details of the work of the Careers Education department can be obtained on request.

Applications by letter, with supporting curriculum vitae and the names and addresses of two referees, should be sent to the Head Mistress as soon as possible. (65706) 181424

ETON COLLEGE

Head of Computing

Eton wishes to appoint a Head of Computing for September 1984. This is a new post, calling for ideas and initiative as well as computer experience. The subject is already well-established, but the person appointed will be expected to co-ordinate all computer activity within the school, to lead the team teaching computing and to advise on further policy in Computer Studies and in the use of computers by other Departments. Eton salary scale. Accommodation provided. Applications including *curriculum vitae* and the names, addresses and telephone numbers of three referees, should be sent to the Head Master, Eton College, Windsor, Berkshire.

(2668)

Classics

Heads of Department

OXFORD

HEADINGTON SCHOOL
Oxford OX3 7TD
Head of Classics Department required to start in the Autumn Term 1984 to be responsible for Classics teaching throughout the school up to University Entrance standard. Candidates should be Honours graduates in Classics with experience of teaching Latin and Greek up to the required standard. A Scale 3 post is available for suitably qualified and experienced candidates.

Apply to the Head Mistress, Miss. E.M. Tucker, with C.V. and the names, addresses and telephone numbers of two referees. (54132) 181618

Other Assistants

EDINBURGH

ST GEORGE'S SCHOOL FOR GIRLS
Garscube Terrace, Edinburgh EH12 6BG

Wanted in September 1984 an Assistant to share in the teaching of Latin and Greek through to 'A' level and Oxford and Cambridge entrance. The school is looking for a young graduate with high qualifications, vitality and enthusiasm.

Further information from the Headmistress, to whom letters of application with curriculum vitae and names, addresses and telephone numbers of two professional referees should be sent by Friday, 2nd March. (54526) 181624

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF

Tel: 01-207 4323

(HMC - Independent - 1300 boys - 300 in Sixth)

Required for September 1984 a graduate to teach LATIN, possibly with a little GREEK. This is an additional appointment.

Willingness to help with Games, and/or General Studies, eg. Rugby, Cricket, Canoeing, would be welcome.

Salary generously based on Burnham with good London allowance, Scale 1 or 2, Government superannuation and free life insurance.

Apply with full tabulated c.v. and names of referees to the Headmaster. (65895) 181624

KENT

WALTHAMSTOW HALL
Sevenoaks, Kent
Independent (G.S.A., ex Direct Grant)
Graduate required to teach Latin to Advanced level for approximately 15 periods a week.

Salary Burnham plus, with L.F.A.

Please apply to the Headmistress with the names and addresses of two referees. (65478) 181624

NORTHAMPTONSHIRE

NORTHAMPTON HIGH SCHOOL
Derngate, Northampton NN1 1UN

(G.S.A. 500 girls aged 11 - 18)

Required for September a well qualified CLASSICIST to share in the teaching of Latin and Greek to O Level, and A Level as required. All girls follow the Cambridge Latin Course for at least two years. This could be a part time post, or full time for someone with another strong subject to offer, e.g. Religious Education or Computing. Some teaching experience desirable. Burnham Scale 1, with the possibility of future promotion.

Apply to the Headmistress with c.v. and names of two referees. (60648) 181624

SOMERSET

BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT

(Independent 580 girls, Boarding and Day)

Required for September 1984 a graduate to teach Latin to 'O' and 'A' Level, Classical Studies to 'O' Level.

Apply with full curriculum vitae, names of two professional referees and sae to the Headmistress at the school. (64259) 181624

Commercial Subjects

Other Assistants

LONDON

ST. GODRIC'S COLLEGE

requires

Full-time teacher of Secretarial subjects to include Pitman New Era Shorthand, typewriting and Office Practice, to commence in May 1984.

Please write with full C.V. to The Head of Training, St.Godric's College, 2 Arkwright Road, Hampstead, London NW3 6AD. (50823) 181824

Computer Studies

Other Assistants

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-on-Loddon, nr. Basingstoke
(Independent Girls Boarding School - 163 pupils 11 - 18)
Required for September 1984 on a part-time basis, a good honours graduate with qualifications in computer science or related subject at degree level. The school's computer centre is equipped with B.B.C. B.Microcomputers and offers facilities to other departments. Ability to teach all aspects of computing throughout school, including O.Level computer studies and to assist in both running the centre and development of software is essential.

Applications with full curriculum vitae and names of two referees should be submitted to the Headmistress, by 2nd March. (54991) 182024

LANCASHIRE

KING EDWARD VII SCHOOL
Lytham

(H.M.C. 635 boys)

QUEEN MARY SCHOOL
Lytham

(G.S.A. 700 girls)

Required for September 1984, a suitably qualified graduate as a second teacher of Computer Studies in the above schools. (Scale I post). The schools are on adjacent sites and time would be divided between the two.

Application with the names and addresses of two referees should be sent to the Head Mistress, Queen Mary School, Lytham, Lancashire FY8 1DS. (65703) 182024

MORAY

GORDONSTOUN SCHOOL

(Coeducational boarding: 305 boys 180 girls)

Required for January, 1985, a person to take charge of Computer Applications; possibility of Head of Department. The person appointed will also have a major role in advising other departments; candidates are strongly advised to telephone for the full job description before applying. Possibility of accommodation; Gordonstoun salary scale; education for staff children at Aberlour House (Gordonstoun prep. school) and at Gordonstoun at greatly reduced rates.

Please write or telephone for a copy of the job description to The Headmaster, Gordonstoun School, Elgin, Moray IV30 2RF. (0343 830 445). (65727) 182024

Craft, Design & Technology

Other Assistants

CAMBRIDGE

THE PERSE SCHOOL FOR GIRLS
Cambridge

Required in September, well-qualified part-time teacher of Technical Graphics, to develop the subject and to join in the development of Craft, Design and Technology throughout the School.

Applications, giving full particulars of qualifications and experience, and the names and addresses of two referees, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge CB2 1HF. (60646) 182124

LONDON

ALLEYN'S SCHOOL
Dulwich
H.M.C. Independent (ex Direct Grant) and Co-educational, 850 pupils: 250 in the 6th form
Required for September, 1984, a teacher of Craft, Design and Technology, preferably with a special interest in Technical Graphics, to join two other members of staff in an expanding department. This is an additional appointment occasioned by the opening of a new Design Technology Centre in September and the successful candidate will have the opportunity to exercise both imagination and initiative in building up the work of the Department.

The salary will be on the Alleyn's Scale (above Burnham) and the point of entry will depend on previous experience. Accommodation is likely to be available if required.

Applications, with curriculum vitae and the names, addresses and telephone numbers of two referees should be sent as soon as possible to Mr. D.A. Fenner, Headmaster, Alleyn's School, Townley Road, Dulwich, London SE22 8SU. (54134) 182124

PERTHSHIRE

STRATHALLAN SCHOOL
Required for September 1984 graduate to teach and set up new department in Design/Technology. Experience preferrable but not essential.

This residential post is well suited to any person who would enjoy involvement with games and activities. Single and married accommodation available. Full details from the Public Schools Year Book.

Applications with Curriculum Vitae and names of two referees to the Headmaster, Strathallan School, Forgandenny, Perthshire PH2 9EG. (54305) 182124

SUFFOLK

CULFORD SCHOOL
Bury St Edmunds, Suffolk

HMC Co-ed, Boarding/Day 680 pupils 8 - 18

Wanted for September 1984, a teacher of woodwork to both O and A level standard.

Salary on the Culford scale, above Burnham.

All staff are required to contribute to extra curricular activities and boarding duties. Accommodation and board is available free for single staff.

Apply with full c.v. and the names, addresses and telephone numbers of two referees to The Headmaster, Culford School, Bury St Edmunds, Suffolk IP28 6TX. (65867) 182124

SURREY

EWELL CASTLE SCHOOL
Church Street, Ewell, Surrey
355 boys 8 - 18 (Girls in the Sixth Form).
Required for September 1984, a teacher in this well equipped and established department. Willingness to help with extra curricular activities an advantage.

Scale 1 or 2 depending on experience plus ohter London allowance.

Applications by letter with C.V. and names and addresses of two referees to the Headmaster. (65725) 182124

SURREY

CATERHAM SCHOOL
HMC Boarding and Day
Required for September, 1984 an additional member of the Technical Studies Dept. to teach Engineering METALWORK throughout the school and up to London Board Design & Technology A-level.

Applications from qualified engineers also welcome. An interest in developing electronics would be an added advantage.

A new building to house both engineering metalwork and electronics will be completed in the summer and it is hoped to consult the person appointed on the equipping of these rooms.

Applications together with full curriculum vitae and names of two referees should be sent to the Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (65533) 182124

Barnard Castle School,
Co. Durham DL12 8UN.
HMC, Ex Direct Grant.
500 Boys, Boarding & Day.

DESIGN TECHNOLOGY

Required for September, 1984, an assistant to work with the Director in a purpose built Design Technology Centre. Applicants should have a degree or professional training in Engineering or a related subject and have at least a sound working knowledge of Electronics.

Further details can be obtained from the Headmaster, to whom applications should be made, including a full C.V. and the names and addresses of two referees.

(2834)

Economics

Heads of Department

OXFORDSHIRE

BLOXHAM SCHOOL

(H.M.C., Woodard, 142 in Sixth Form)

Required for September 1984: a good honours graduate to teach 'A' Level Economics and Politics (British and American Constitution) in a popular and successful department. This is expected to be a first or second post although a suitable candidate may be appointed Head of Department.

Willingness to play a full part in the life of a boarding school essential. Accommodation available. Own salary scale.

Further details from the Headmaster, Bloxham School, Banbury, Oxon OX15 4PE. (Tel: Banbury (0295) 720206). (65437) 182218

Other Assistants

BIRKENHEAD

ST ANSELM'S COLLEGE
Manor Hill, Birkenhead L43 1UQ

Independent (HMC) R.C. Grammar School, 700 boys

Required for May/September, Graduate to teach Economics to 'A' Level and take charge of developing Computer Studies department. Ability to assist with games a strong advantage. Burnham scale according to qualification and experience.

Applications with Curriculum Vitae and names and addresses of two referees to the Headmaster. (65309) 182224

CROYDON

TRINITY SCHOOL
Croydon
(Independent, H.M.C., 740 boys)
Required in September 1984, Honours Graduate to teach ECONOMICS with subsidiary MATHEMATICS. The ability to contribute to the development of BUSINESS STUDIES A-level courses would be an advantage. The willingness and ability to make a strong contribution to extra-curricular activities (CCF and hockey particularly welcome) will be an additional recommendation.

The salary will be on Whitgift Foundation Scale 1 or 2 (above Burnham). Financial assistance is available for removal expenses, and there is the possibility of accommodation.

Applications (no forms) by 29th February, with names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT. (61371) 182224

DEVON

KELLY COLLEGE
Tavistock
Lively academic HMC Public School for 250 boys 11 - 18 and 65 sixth form girls in market town 15 miles from Plymouth strong music, drama, rugby, cricket, hockey, athletics and adventure facilities. Economics Graduate required September, 1984 to teach A level; willingness to take part in games or other activities. Single accommodation available or living out allowance.

Apply Headmaster with c.v. and names and addresses of two referees. (54231) 182224

INDEPENDENT EDUCATION
continued

DORSET

CANFORD SCHOOL
Wimborne BH21 3AD

(H.M.C. - 590)

Required in September 1984 a graduate to teach ECONOMICS at O, AS and A levels. This post in a thriving department would be suitable for either a person seeking their first appointment or for someone who already has some teaching experience.

Willingness to help with games – particularly rugger, hockey and cricket – and with other extra-curricular activities would be most welcome.

Canford has its own salary scale. Accommodation would be available.

Applications with full curriculum vitae and two referees' names, should be sent to the Headmaster as soon as possible. (65520) 182224

ISLE OF WIGHT

BEMBRIDGE SCHOOL
Isle of Wight

Independent boarding School for boys, girls and day pupils

250 pupils, aged 7 - 18: SHMIS

Required for April 1984 or September 1984, a well-qualified graduate in Economics to teach the subject to A level in an established and successful department. A subsidiary subject would be an advantage.

A firm commitment to boarding school life is essential. The School offers an extensive programme of sport and extra-curricular activities. Single or married accommodation is available.

The position would suit a recently qualified graduate, or a more experienced teacher looking for a post of responsibility. Salary Burnham Scale according to age and experience.

Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Bembridge School, Isle of Wight PO35 5PH, from whom further details may be obtained. (50617) 182224

LONDON

UNIVERSITY COLLEGE SCHOOL
Hampstead
(HMC: 530 boys. 200 in Sixth)

Required for September 1984 a graduate to share in the teaching of Economics/Politics throughout the school to Oxbridge level. This is a new post created following the growth of the department within the Sixth Form. Willingness to help with games, particularly rugby, will be an additional recommendation.

UCS has its own salary scale.

Applications with the names and addresses of two referees to The Headmaster, University College School, Frognal, London NW3 6XH. (65378) 182224

RUTLAND

Required for September 1984, a well qualified graduate to teach Economics throughout the Sixth Form. An ability to teach Geography as an additional subject will be especially welcomed. Willingness to make a full contribution to the School's extra-curricular acitivities essential.

Applications, together with a full curriculum vitae and the names of two referees, should be sent to the Headmaster, from whom further particulars of the post may be obtained. Uppingham School, Uppingham, Rutland LE15 9QE. (50615) 182224

SURREY

EPSOM COLLEGE
H.M.C. Boarding and Day School for 600 boys aged 13 - 18 years and 50 Sixth Form girls.

Required for September 1984, a GRADUATE to teach ECONOMICS to A-level. There are currently over 100 pupils studying Economics in the Sixth Form. Accommodation available for a married or single person.

Applications, with full crriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained. (65804) 182224

SURREY

ROYAL GRAMMAR SCHOOL
Guildford

(HMC - 700 boys 11 - 18 - 300 in 6th Form)

Required in September 1984, a Graduate to teach ECONOMICS to A Level and University entrance, together with another academic subject to O Level. Economics is a well-established part of the 6th Form curriculum in this highly selective school. Ability and willingness to help with extra-curricular activities such as CCF, Scouts, rugby and cricket will be an advantage. Salary: Burnham plus. Scale 2 available for appropriately qualified and experienced candidate.

Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. Further details are available on request. (54737) 182224

SURREY

GUILDFORD HIGH SCHOOL
(Church Schools Co. Ltd.)
London Road, Guildford, Surrey GU1 1SJ
Well qualified ECONOMICS teacher (part-time) required for September to teach in the Sixth Form to A Level. Scale 1.

Please apply by letter to the Headmistress, enclosing curriculum vitae and the names of two referees. (65145) 182224

English

Heads of Department

KENT

WALTHAMSTOW HALL

Sevenoaks, Kent
Independent (G.S.A., ex Direct Grant): 410 girls 11 - 18, 112 in the Sixth Form
Required for September, 1984, Head of English to lead a well-established but forward-looking department. An interest in the Cambridge Plain Texts scheme would be valuable, and an appreciation of the creative as well as the critical aspects of the curriculum.

Salary Burnham plus, with L.F.A.

Please apply to the Headmistress with the names and addresses of two referees. (65509) 182418

NORTH HUMBERSIDE

HULL HIGH SCHOOL FOR GIRLS
(CHURCH SCHOOLS CO. LTD.)
Tranby Croft, Anlaby, North Humberside

Required for September, 1984, a well qualified experienced Graduate to lead the English throughout the Senior department and be responsible for the department. The salary will be Burnham Scale 2 or 3 according to experience.

Further particulars may be obtained from the School Secretary (Tel: 0482 657016); applications should be by letter supported by full c.v. including the names of two referees. (54795) 182418

Other Assistants

BATH

MONKTON COMBE SCHOOL
Bath

HMC. 340 pupils, 160 in Sixth Form

Required for September 1984 a teacher of ENGLISH to University Scholarship level. The post suits a young well qualified graduate seeking a first or second appointment in a lively and innovative department, willing to contribute to Sixth Form General Studies courses and able to offer a subsidiary subject preferably History or politics. Willingness to coach sport, particularly rowing, and help with the CCF an advantage. A committed Christian keen on boarding school life is sought.

Applications to the Head Master. (54985) 182424

BATH

DOWNSIDE SCHOOL
Required for September, 1984, a well-qualified graduate to teach English throughout the school to University Entrance level. Ability to take German an advantage.
Further details and application form are available from The Secretary, Downside School, Stratton-on-the-Fosse, Bath BA3 4RJ. (54522) 182424

BRECON

CHRIST COLLEGE

(HMC - 290 Boys)

Required for September 1984, an honours graduate to teach ENGLISH throughout the school to A level, and to take special responsibility for drama. The school has a newly equipped theatre. Extra-curricular contributions (especially games) will be essential: school accommodation may be available. Salary above Burnham.

Applications with curriculum vitae and the names and addresses and telephone numbers of two referees to the Headmaster, Christ College, Brecon, Powys LD3 8AG. (65672) 182424

DEVON

ST MARGARET'S SCHOOL
Magdalen Road, Exeter EX2 4TS

(Woodard Corporation: Main School 350, with 60 in Sixth Form)

Required for September 1984, full time, graduate qualified to teach ENGLISH throughout the main school to Advanced Level. Ability to help with Drama an advantage. Burnham Scale 1. Government Supperannuation.

Apply to the Headmistress at the school with curriculum vitae and the names of 2 referees. (54523) 182424

DORSET

BRYANSTON SCHOOL
Dorset

(13 - 18 boarding, 400 boys, 200 girls)

An Honours graduate in ENGLISH is required for September 1984 to teach at all levels up to University Entrance.

A willingness to enter fully into boarding school activities, with an ability to coach one of the major sports, would be a recommendation applicable equally to a man or a woman.

Apply to the Headmaster by letter, enclosing Curriculum Vitae and the names of two referees. (54515) 182424

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, Seaford BN25 3PL
(Independent Boarding School for Boys)
(Tel: (0323) 8903091
Graduate required for September to teach English throughout the School and be responsible for this department.
This post will be resident, and will incorporate Senior House Master's duties. Preference will be given to candidates with previous experience.
Salary Burnham Scale 1.
Applications in writing, with full details of curriculum vitae, and the names of two referees, to the Headmaster. (65221) 182424

KENT

An enthusiastic teacher, man or woman, is required for September 1984 to take English at various levels in the School. Ability to help with sport or other activities would be a recommendation. Accommodation available for a tutor in a boys' boarding house. Salary Burnham Scale I or Scale II for a well-qualified and experienced candidate, plus allowance.

Applications to the Headmaster, Kent College, Canterbury, enclosing c.v. and names and addresses of two referees. (54539) 182424

KENT

WALTHAMSTOW HALL
Sevenoaks, Kent
Independent (G.S.A., ex Direct Grant), 410 girls 11 - 18
Required for a September, 1984, a well-qualified, part-time English graduate to teach approximately 15 periods at all levels, including Advanced Level, in a well-established, but forward-looking department. An interest in the Cambridge Plain Texts scheme would be valuable, and an appreciation of the creative as well as the critical aspects of the curriculum.
Salary Burnham plus, with L.F.A.
Please apply to the Headmistress with the names and addresses of two referees. (65510) 182424

KENT

KING'S SCHOOL
Rochester
HMC: 440 Boys & VI form girls (83 boarders)
Required for September 1984 a young GRADUATE to teach ENGLISH throughout the age and ability range. Lively VI Form teaching is important, but so also is a willingness to be involved in the total life of the school, including the skilled coaching of some games. Accommodation available if wished.
Further details may be obtained from the Headmaster, to whom application should be made with curriculum vitae and names of two referees. (65015) 182424

KENT

SACRED HEART SCHOOL
Beechwood
Pembury Road, Tunbridge Wells TN2 3QD
Catholic Independent Boarding & Day School for Girls (11 - 18)
Required for September 1984 an ENGLISH GRADUATE to teach the subject throughout the school. E.F.L. experience would be an advantage.
Apply in writing to the Headmaster naming two referees. (54723) 182424

LONDON N6

CHANNING SCHOOL
Highgate

Independent day school for girls

About 400 girls: 5 - 18 years

REQUIRED FOR SEPTEMBER 1984: Graduate to teach ENGLISH to Advanced and University Entrance standard. Ability to teach another subject an advantage, though not essential.

Applications with curriculum vitae and names, addresses and telephone numbers of two referees to: The Headmistress, Channing School, Highgate, London N6 5HF. (54216) 182424

OXFORDSHIRE

SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon

(C of E. day and boarding selective school, 500 girls: 140 in 6th form).

Required September good honours graduate to share in teaching of English to Advanced level and university entrance. Interest in drama an advantage. Burnham salary scale according to experience.

Applications with names and addresses of two referees to the Headmistress. (65868) 182424

OXFORD

ST. CLARE'S
Oxford
Applications are invited for specialists in ENGLISH to teach at Higher and Subsidiary levels of the International Baccalaureate from next September. Candidates should have Sixth Form experience, an interest in international eduction and a willingness to contribute outside the classroom.
Further details may be obtained from the Principal, to whom applications together with curriculum vitae and the names of two referees, should be sent by 3rd March. T.K. Aperbak M.A., Principal, St. Clare's, 139 Banbury Road, Oxford OX2 7AL. (54342) 182424

PERTHSHIRE

STRATHALLAN SCHOOL
Required for September 1984 graduate to teach English including sixth form 'A' Level work for suitably qualified candidate. Experience not essential.
This residential post is well suited to any person who would enjoy involvement with games and activities. Single and married accommodation available. Full details from the Public Schools Year Book.
Applications with Curriculum Vitae and names of two referees to the Headmaster, Strathallan School, Forgandenny, Perthshire PH2 9EG. (54307) 182424

SURREY

REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS

(H.M.C. Independent: 830 boys aged 10 - 18 with 50 girls in sixth form)

Required for September, 1984, honours GRADUATE to share the teaching of ENGLISH throughout the school. The successful applicant will join a strong department offering a full range of well-established courses to G.C.E. 'O' and 'A' level with some scholarship work. Help with games or other extra-curricular activities an advantage.

Scale 2 post available for suitably qualified and experienced candidate although we should also welcome applications from newly qualified teachers. Assistance with removal expenses available in approved cases.

Apply by letter to the Headmaster as soon as possible giving full personal details and the names and addresses of two referees. (50641) 182424

Geography

Heads of Department

HERTFORDSHIRE

RICKMANSWORTH MASONIC SCHOOL

(G.S.A.)

500 Girls: 100 in Sixth Form

SENIOR GEOGRAPHY TEACHER, SCALE II

Required for September 1984.

Responsibility for the subject throughout the school. Accommodation may be available.

Application forms and further particulars from the Headmaster, Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts. Closing date 7th March 1984. (65198) 182618

LEICESTERSHIRE

LEICESTER GRAMMAR SCHOOL

Applications are invited for the post effective from September 1984 of HEAD of the GEOGRAPHY DEPARTMENT with responsibility for the organisation of the subject to O and A-levels and University Entrance.

This is a rapidly expanding, selective, co-educational grammar school, and the post offers the stimulating task of building up a department for a person with a good academic record and high teaching ability. A contribution to games and/or other school activities would also be welcome.

Applications with curriculum vitae and the names of two referees to The Headmaster, Leicester Grammar School, Applegate, Leicester LE1 5LH. (65500) 182618

NORTH YORKSHIRE

HARROGATE COLLEGE
Independent Public School for Girls
(450, mainly boarding)
Required for September 1984, HEAD OF GEOGRAPHY, to teach to Ordinary, Advanced and University entrance level, and to organise the work of the subject throughout the school; an interest in general studies is also desirable. A Scale 2 responsibility allowance is available for a suitably qualified and experienced graduate.
Further details may be obtained from the Headmistress, to whom applications with full curriculum vitae and names and addresses of two referees, should be sent as soon as possible. Harrogate College, Clarence Drive, Harrogate HG1 2QG (Tel: Harrogate 504543). (65206) 182618

Other Assistants

BRISTOL

BRISTOL GRAMMAR SCHOOL

ex Direct Grant, Independent, Coeducational 1000 pupils (11 - 18)

Required for September, 1984 a well qualified Geography Graduate to teach Geography throughout the School to Oxford/Cambridge Scholarship Level. A specialist knowledge in human and statistical geography is desirable.

Salary Burnham Scale 1 or 2 according to qualifications and experience. First appointment considered.

Willingness to assist with games especially or extra-curricular activities welcomed.

Applications with c.v. and the details of 3 referees to The Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736006. (65880) 182624

BRISTOL

QUEEN ELIZABETH'S HOSPITAL

(HMC/ex-D.G: 440 boys/110 in sixth form)

Required in September, 1984, a GEOGRAPHER able to teach to A level in a flourishing department. Single accommodation may be available in return for boarding duties. Help with games, holiday fieldwork, etc., an added recommendation.
Burnham Scale 1 or 2 according to experience.

Details from and full applications with names, addresses and phone numbers of two referees to The Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX. (61366) 182624

DEVON

ALLHALLOWS SCHOOL
Rousdon, Nr. Lyme Regis

(HMC 270 pupils mainly boarding with Sixth Form Girls)

Required for September 1984, a graduate to teach GEOGRAPHY throughout the School to A level. An ability to coach major games particularly with rugby, would be an important advantage and the possibility exists for teaching a subsidiary subject. The post would be very suitable for a teacher entering a first or second appointment. Bachelor accommodation available. Salary above Burnham.

Written applications, together with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmaster from whom further details may be obtained. (65054) 182624

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset
Required for September 1984 honours graduate to teach Geography throughout the school to A-level standard. Physical Geographer preferred. Commitment to fieldwork essential. Non resident post.
Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (65168) 182624

LONDON E17

FOREST SCHOOL

Independent: HMC; 400 senior boys; 300 girls; 350 junior boys

Required in September 1984 a Graduate to teach GEOGRAPHY to 'A' level. Scale 1 or 2 (dependin on experience) plus Outer London Allowance. A Physical Geography specialist, with an ability to organise field trips, prefrred. Co-educational Sixth Form. Willingness to assist with games a strong additional recommendation. Possibility of subsidised accommodation.

Applications, together with a curriculum vitae and names of two referees, to the Warden, Forest School, near Snaresbrook, London E17 3PY, from whom further details are available. (50612) 182624

PERTHSHIRE

GLENALMOND

Required in September 1984 for one term, whilst a member of the Geography Department is on sabbatical leave, GRADUATE to teach GEOGRAPHY throughout the school at 'O' and 'A' level. 'S' level teaching and Oxbridge work available for a suitable candidate. Good opportunities for Field Work.

Resident post with free married or single accommodation.

Please apply as soon as possible with C.V. and names of two referees to the Warden, Glenalmond College, Perthshire PH1 3RY, from whom further details may be obtained. (54777) 182624

WARWICKSHIRE

RUGBY SCHOOL

GEOGRAPHY

There will be a vacancy in September, 1984 for a good Honours Graduate to teach Human Geography throughout the School up to Advanced and University Scholarship levels. Ideally the candidate should have a few years' teaching experience and have a proven interest in fieldwork. Accommodation available.

Applicants should write, giving curriculum vitae and likely contributions to out of school activities, together with the names of two referees, to The Head Master, Rugby School, Rugby, Warwickshire. (65736) 182624

Geography teacher required for September, preferably able to teach to 'A' level standard. Please state second subject.
Apply in writing to the Headmistress, Stratford House School, 8/10 Southborough Road, Bickley, Bromley, Kent with curriculum vitae and the names and addresses of two referees. (65166) 182624

History

Heads of Department

DEVON

Required for September 1984, A well qualified graduate as HEAD OF HISTORY. A willingness to play a full part in the life of this 11 - 18 independent boarding and day school would be a recommendation.
Apply for details to: The Headmaster, Shebbear College, Shebbear, Devon EX21 5HJ. (65393) 182818

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP

There will be a vacancy in May 1984 for the temporary or permanent appointment of a well-qualified graduate teacher of History, capable of teaching at all levels up to and including Advanced Level and University entrance. Salary (above Burnham) will be according to qualifications and experience. Willingness to take part in extra-curricular activities, particularly sport or outdoor activities is essential.

Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.

CLOSING DATE: 2ND MARCH 1984. (65494) 182824

CAMBRIDGE

THE PERSE SCHOOL FOR GIRLS
Cambridge

Required in September a good honours graduate in History to assist part-time throughout the School up to O Level. Possibility of teaching some Sixth Form for suitable applicant.

Applications and experience, and the names and addresses of two referees, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge CB2 1HF. (50645) 182824

INDEPENDENT EDUCATION
continued

CORNWALL

TRURO SCHOOL
Cornwall TR1 1TH

(H.M.C. Independent Day and Boarding 830 boys, 220 in VIth form, including 55 girls)

Required for Septembe- 1984, a graduate to teach History throughout the school including University Scholarship work.

This is a post offering considerable scope to a candidate with teaching experience. Alternatively, well qualified candidates seeking a first appointment will be seriously considered. Two periods of history are taught at 'A' level, the C16/C17 and C19/C20.

Willingness to participate in, and to help organise games and extra-curricular activities is a strong added recommendation.

Apply in writing to the Headmaster, with curriculum vitae, and names, addresses and telephone numbers of two referees. Please mark envelope 'History'. Truro School, Trennick Lane, Truro, Cornwall, TR1 1TH.

Acknowledgements will be sent only to short-listed applicants. (65874) 182824

KENT

SUTTON VALENCE SCHOOL
Sutton Valence, nr. Maidstone
HMC: 380 pupils (co-ed since September 1983)
Required for September 1984 an Honours Graduate to teach History throughout the school. The successful candidate will be expected to play a full part in developing new courses within the Department and will be considered for promotion to Head of Department within two years.
A willingness to make a significant contribution to extra-curricular activities will be an important consideration in making the appointment.
The salary will be Burnham plus Sutton Valence allowance. Bachelor accommodation may also be provided.
Applications, with c.v. and names of two referees, to the Headmaster. (54986) 182824

LONDON

SYDENHAM HIGH SCHOOL
G.P.D.S.T.
19 Westwood Hill, London SE26 6BL
Required for September, 1984 HISTORY graduate, able to teach to 'O' and 'A' level and to assist in the teaching of English/Latin in the Middle School.
Please apply by letter, enclosing a curriculum vitae, and names and addresses of two referees to The Headmistress. (54772) 182824

SUFFOLK

ST. FELIX SCHOOL
Southwold, Suffolk

Independent School for 370 girls, 11 - 18 100 in Sixth Form. Selective intake

Required for September scholarly, but enterprising, History graduate as Head of Department. Experience of teaching History at all levels from 11+ to University entrance standard essential. Scope for the development of the successful candidate's own interests. A knowledge of work affairs and a willingness to take an active part in the development of the Sixth Form General Studies programme would be an advantage. Burnham Scale 3.

Letters of application to the Headmistress, with names of two referees. (54333) 182824

WARWICKSHIRE

WARWICK SCHOOL

(Independent; HMC: Assisted Places: 800 boys 11 - 18 yrs)

Required for September 1984 a graduate HISTORIAN to teach up to and including Scholarship level. An opportunity to teach Political Studies is available, as also is some work in the English department. Assistance with activities and games, particularly Hockey and Cricket, is desirable.

Salary is Burnham plus Warwick School allowance with scale post according to experience.

Further details may be obtained from the Headmaster's Secretary.

Applications should be addressed to the Headmaster giving details of qualifications and experience together with the names, addresses and telephone numbers of two referees.

Warwick School, Myton Road, Warwick CV34 6PP. Tel. Warwick (0926) 492484. (54773) 182824

Home Economics

Other Assistants

SHROPSHIRE

MORETON HALL
Weston Rhyn, Oswestry, Shropshire SY11 3EW

(Public boarding school for 300+; sixth form 80+)

New and extensive home economics facilities were opened in September 1983 and in order both to exploit these to the full and to meet the demand from the increasing number of girls opting for courses run by this department we wish to appoint from September a highly qualified teacher of home economics with expertise in needlework, dress design and child care to work with the head of department. While experience may be an advantage those newly qualified or about to qualify should not be deterred from applying.

The school has its own generous salary scale based on Burnham.

Please write to Principal with full curriculum vitae and the names of two referees. Further details are available on request.

There is the possibility that this appointment could be combined with a residential housemistress post; applicants should state if they would be interested in a combined post. (65877) 183024

Mathematics

Heads of Department

CORNWALL

TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
Independent Day and Boarding School
Formerly Direct Grant
Church of England Foundation
490 girls: 5 - 18 years
Boys in Junior School & Sixth Form
Required for September, 1984 on the promotion of the present holder, a well qualified and experienced graduate as Head of Mathematics Department to teach throughout the school and to prepare girls for 'O' and 'A' level and University entrance. Experience of organising courses across the full range together with proven teaching and administrative ability is sought. Burnham Scale 3.
Please apply in writing giving details of qualifications and experience, together with the names and addresses of two referees to the Headmistress at the School as soon as possible. (54926) 183418

LONDON

WESTMINSTER CATHEDRAL CHOIR SCHOOL
Requires Mathematician.
Please see Preparatory Schools' section. (54915) 183418

Other Assistants

BATH

DOWNSIDE SCHOOL
Required for September 1984, a qualified teacher whose interests and experience relate mainly to O-level Mathematics. Some A-level teaching may also be available, but high qualifications are not necessary for this post. Willingness to take games and an interest in Computers would both be a very definite advantage.
Further details and application forms obtainable from: The Secretary, Downside School, Stratton-on-the-Fosse, Bath BA3 4RJ. (54321) 183424

BEDFORDSHIRE

THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX

960 girls (7 - 18) in Sixth Form

Required for September 1984, a graduate MATHEMATICIAN to take a share of the teaching throughout the main school (11 - 18 yrs.) including A level (Cambridge Board syllabus for Mathematics and Further Mathematics). A share of Oxbridge teaching available for suitable candidate. Opportunity to help with computer education if desired. Burnham Scale according to experience.

Applications by letter, with supporting curriculum vitae and the names and addresses of two referees, should be sent to the Head Mistress as soon as possible. (65707) 183424

BOURNEMOUTH

WENTWORTH MILTON MOUNT
Bournemouth
(Independent, Christian Foundation, 340 girls 11 - 18 yrs. Boarding and Day)
Required for SEPTEMBER 1984 teacher of MATHEMATICS throughout the school up to A-level. Interest in introducing Computer Studies an advantage. Salary (Burnham) by negotiation.
Applications with names, addresses and telephone numbers of 2 referees to the Headmistress from whom further details are available.
Wentworth Milton Mount, College Road, Bournemouth BH5 2DY. (54988) 183424

BRECON

CHRIST COLLEGE
(HMC - 290 Boys)
Required for September 1984 a Graduate to teach MATHEMATICS throughout the School to A-Level. Extra-curricular contributions will be essential: school accommodation may be available. Own salary scale above Burnham.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Christ College, Brecon, Powys LD3 8AG (0874 3359). (54133) 183424

BRIGHTON

ROEDEAN SCHOOL
Brighton

Required September, 1984 Honours Graduate in FRENCH for full-time teaching post in the Junior House (9½ - 12) and the Middle School (up to O level). Salary: Burnham Scale, depending on qualifications and experience. Accommodation available if required.

Apply with full curriculum vitae and names and addresses of TWO academic referees to School Secretary, Roedean School, Brighton BN2 5RQ. (50649) 183424

CHESHIRE

NORTH CESTRIAN GRAMMAR SCHOOL
Altrincham, Cheshire

(500 boys aged 11 to 18 including 80 in Sixth Form)

Required for September, graduate to teach Mathematics throughout the School at least up to 'O' Level. ('A' Level work available). Willingness to participate in extra-curricular activities, especially games, will be an advantage. Salary above Burnham Scale, also free B.U.P.A. membership. Scale post available for experienced teacher, but applications from new entrants will be welcome.

Apply in writing to the Headmaster including full curriculum vitae and names and addresses of two referees. (65045) 183424

CHESHIRE

ST. AMBROSE COLLEGE
Hale Barns, Altrincham, Cheshire
R.C. Independent Grammar School for Boys
Required for September 1984, graduate to teach Mathematics to 'A' level. Ability to assist with Games and Computer work is an added qualification. Burnham scale according to qualifications and experience.
Applications with curriculum vitae and names and addresses of two referees to the Head Master. (65150) 183424

DORSET

Required in May 1984. Resident/non resident. Qualified Teacher in Mathematics and Computer Studies up to CSE/O level standard. APPLICANTS MUST BE UNEMPLOYED AT TIME OF APPLICATION.
Write to Headmaster, Hurn Court School, Christchurch, Dorset. (65429) 183424

EDINBURGH

MERCHANT COMPANY SCHOOLS

THE MARY ERSKINE SCHOOL

MATHEMATICS

Required for August, 23rd 1984, a Teacher of Mathematics. There are 540 girls in the Senior School, the majority of whom proceed to Universities, including Oxford and Cambridge. The Mathematics Department is very strong and has a fine record of success in public examinations.

Applicants should have a good Honours Degree and be registered or eligible for registration with The General Teaching Council for Scotland.

Applications, with a full curriculum vitae and the names of two professional referees, should be sent to R.M. Morgan Esq., Principal, The Mary Erskine School, Ravelston, Edinburgh EH4 3NT by Wednesday, 1st. March 1984. (54780) 183424

EXETER

THE MAYNARD SCHOOL

(Selective day school: 500 girls, 100 in VI Form)

Required for SEPTEMBER 1984 a graduate with a good Honours degree in Mathematics and appropriate teaching qualifications, to take the subject throughout the school with the possibility of University entrance and scholarship work. University of London GCE examinations are taken, following Syllabus B at Ordinary and Advanced Level, with Pure Mathematics and Applied Mathematics taught as separate subjects. Computing is developing in the school, and applicants should be qualified to contribute to Computer Studies at all levels. The post is Scale 1 Burnham, with the prospect of promotion Scale 2.

Apply by letter to the Headmistress as soon as possible, enclosing details of two referees. (54729) 183424

GLASGOW

KELVINSIDE ACADEMY

(H.M.C.; Grant-Aided; Day, 710 Boys)

A TEACHER OF MATHEMATICS to S.C.E. Higher and C.S.Y.S./A-level required for August 1984. Salary above national scale. Willingness to help with games, C.C.F. or other activities would be an additional recommendaiton. Newly qualified applicants will be considered.

Applications, with full curriculum vitae and names of two referees, should be sent to the Rector, Kelvinside Academy, 33 Kirklee Road, Glasgow G12 0SW. (65779) 183424

GLOUCESTERSHIRE

DEAN CLOSE SCHOOL
Cheltenham
H.M.C., Co-educational.

Boarding and Day
(247 boys, 171 girls. 13 - 18)
Requires in SEPTEMBER 1984 a MATHEMATICIAN to teach throughout the School up to 'A' level and Oxbridge Entrance standard. Willingness to help with games and extra-curricular activities would be an advantage.
The School has its own salary scale.
Apply with curriculum vitae and the names of two referees to the Headmaster, Dean Close School, Cheltenham, Glos. GL51 6HE, from whom further details may be obtained. (65190) 183424

KENT

WALTHAMSTOW HALL
Sevenoaks, Kent

Independent (G.S.A., ex Direct Grant), 410 girls 11 - 18

Required for September 1984, graduate to share the teaching of Mathematics throughout the school to University entrance. Salary, Burnham +, with L.F.A. Government superannuation. Scaled post available for suitably qualified and experienced candidate although applicants direct from University will be considered. Work in Computer Studies could be available for an applicant interested in this field.

Apply to the Headmistress with names and addresses of two referees. (65734) 183424

LONDON SW1

FRANCIS HOLLAND SCHOOL
39 Graham Terrace

Church of England School, 320 girls 4½ - 18 years

Required for September 1984 a graduate mathematician to share the teaching of Mathematics throughout the senior school. A major expansion of computer work in the school is planned, and experience in this field is essential. London Burnham scale.

Apply in writing, giving particulars and the names of two referees to the Headmistress. (50650) 183424

LONDON W1

QUEEN'S COLLEGE
43-49 Harley Street, London W1N 2DT

(400 girls, 11 - 18, 140 in the sixth form)

There will be a vacancy in September 1984, for an experienced graduate to teach mathematics and some physics throughout the College. This vacancy is due to the expansion of the departments.

Applications with a full curriculum vitae and names of two referees to the Principal. (54720) 183424

STREATHAM HILL AND CLAPHAM HIGH SCHOOL
The Girls Public Day School Trust, Wavertree Road, London SW2 3SR (2 form entry).
Required September, full or part-time, lively and enthusiastic Hons. graduate to teach Mathematics up to Advanced level. Some junior physics. Scale I plus Inner London Allowance £987.00.

Apply by letter to the Headmistress, with curriculum vitae, names of referees and S.A.E. (65769)

LONDON

DULWICH COLLEGE
London SE21 7LD

Required for September 1984, a graduate Mathematician to teach throughout the school. Willingness to assist with games or other extra curricular activities will be an advantage. The College has its own salary scales which are above Burnham.

It is likely that accommodation would be provided for a married person requiring it. A bachelor prepared to undertake Boarding House Tutor duties would be given free accommodation.

Applications, as soon as possible, including c.v. and the names, addresses and telephone numbers of two referees, to the Master, from whom further particulars may be obtained. (65196) 183424

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, Middlesex
Required in September 1984, because of departmental expansion, well-qualified MATHEMATICIAN to assist in the teaching of the subject throughout the school to scholarship level.
Burnham Salary within London Allowance.
An interest in computing would be an advantage.
Apply to the Head Mistress at the school, naming two referees. (65207) 183424

NORTHAMPTONSHIRE

NORTHAMPTON HIGH SCHOOL
Derngate, Northampton NN1 1UN

(G.S.A. 500 girls aged 11 - 18)

Required for September a well qualified MATHEMATICIAN to join a department of 5 to share in teaching the subject throughout the School, to Advanced Level and University Entrance, including Applied Mathematics in the Sixth Form. An interest in Computing would be an asset. Burnham Scale 1 or 2 according to qualifications and experience.

Apply to the Headmistress with c.v. and names of two referees. (50647) 183424

SOMERSET

MILLFIELD SCHOOL
Co-educational Boarding School of 1100 pupils, including over 400 Sixth Formers; 165 teachers
REQUIRED for September 1984:
Young Teacher of MATHEMATICS (M.E.I.) up to Oxbridge level in large department.
Applicants should indicate extra-curricular interests (essential) and, where relevant, second subject.
Apply to Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae and the names of two referees. (54004) 183424

KING EDWARD VI SCHOOL
SOUTHAMPTON
(HMC: 850 Pupils: 230 in Sixth Form)

Required from September 1984

AN ASSISTANT TEACHER OF MATHEMATICS

in a Large Department

Ability to teach some Computing an advantage.

For full details please apply to the Head Master, Mr C. Dobson, at the School, Kellett Road, Southampton SO9 3FP.

Applications should be sent together with curriculum vitae and the names and addresses of two referees to reach the School by 5 March 1984. (2960)

BERKSHIRE

ETON COLLEGE

Required for September: a graduate

MATHEMATICIAN

to teach at all levels. The job would suit a recent graduate or someone with a few years' experience. Experience in games or other out-of-school activities would be an additional recommendation. Eton salary scale. Accommodation provided. Applications, enclosing curriculum vitae and names, addresses and telephone numbers of three referees, to the Head Master, Eton College, Windsor, Berkshire, from whom further details can be obtained. (2789)

WESTMINSTER SCHOOL

There will be a vacancy for a

Teacher of Mathematics

up to Oxbridge level in September 1984. The School has its own salary scale and hopes to offer accommodation.
Full details from
The Head Master, 17 Dean's Yard, London SW1P 3PB. (2810)

INDEPENDENT MATHS
continued

SURREY

REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS

(H.M.C. Independent: 830 boys aged 10 - 18 with 50 girls in sixth form)

Required for September 1984, honours GRADUATE to share the teaching of MATHEMATICS throughout the school. The successful applicant will join a strong department offering a full range of well-established courses to Oxford and Cambridge entrance standard. Help with games' or other extra-curricular activities an advantage.

Initially a Scale 2 post is available for a suitably experienced candidate, although we should also welcome applications from newly qualified mathematics specialists. Assistance with removal expenses in approved cases.

Apply by letter to the Headmaster as soon as possible giving full personal details and the names and addresses of two referees. (50640) 183424

SURREY

EPSOM COLLEGE
H.M.C. Boarding and Day School for 600 boys aged 13 - 18 years and 50 Sixth Form girls
Required for September 1984, a GRADUATE to teach MATHEMATICS to A-level. There are currently over 100 pupils studying Mathematics in the Sixth Form. Accommodation available for a married or single person.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained. (54740) 183424

WEST YORKSHIRE

FULNECK GIRLS' SCHOOL
Pudsey, West Yorkshire

Established 1753

Tel: (0532) 570235

Independent Girls' Boarding and Day School under the directing Board of the Moravian Church.

Required for September 1984, a well-qualified and experienced graduate teacher of Mathematics to assist in the teaching of the subject at all levels in the Senior School.

An interest in, and experience of, Computing will be a strong recommendation.

Further details of the post may be obtained from the School Secretary.

Applications (no forms) with full curriculum vitae and the names and addresses of two referees should be sent to the Headmistress at the school.

Closing date for applications: February 27th, 1984. (65164) 183424

Modern Languages

Heads of Department

MIDDLESEX

NORTHWOOD COLLEGE
Northwood
(Girls' Independent Day and Boarding School - 480 girls)
Required in September, (temporary appointment but likely to become permanent) Honours Graduate in French as Head of Modern Languages Department, with two other full time and one part-time member of Staff.
Burnham Salary, Scale 3 with Outer London Allowance and Government Superannuation.
Apply in writing to the Head Mistress with c.v. and names of two referees. (54210) 183618

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53240) 183618

WILTSHIRE

CRANBORNE CHASE SCHOOL

MODERN LANGUAGES - HEAD OF DEPARTMENT

A well-qualified graduate is required to teach French to 'A' level and to be responsible for the organisation of the Modern Languages Department.

Accommodation is available if required for a single or married person.

Apply, with curriculum vitae and names of two referees to Headmistress, Cranborne Chase School, Wardour Castle, Tisbury, Wilts. (Tel: (0747) 870464). (65154) 183618

Other Assistants

BERKSHIRE

QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 0DX

(360 girls, aged 11 - 18, 100 in Sixth Form)

Graduate French teacher required for September 1984 to teach the subject throughout the school to 'A' level. Strong and lively department. Ability to teach German an advantage.

Further details on receipt of s.a.e. Please apply in writing to the Headmistress, giving a full c.v. and the names, addresses and telephone numbers of 2 referees, by Monday 27th February, 1984. (65481) 183624

BRISTOL

Required September 1984/January 1985 experienced teacher qualified to teach French to Common Entrance and Public School Scholarship standard in co-educational preparatory school. Applicant should be willing to take full part in boarding/day school life; ability to assist with boys' rugby, soccer and cricket desirable.
Salary based on Burnham.
Applications, in writing, to Headmaster, Tockington Manor School, Tockington, Bristol BS12 4NY with C.V. and names, addresses and telephone numbers of two referees. (65512) 183624

BRISTOL

QUEEN ELIZABETH'S HOSPITAL
(HMC, ex-DG: 440 boys, day and boarding; 110 in sixth form)
Required for September, 1984, a teacher of FRENCH to A level. Burnham scale 1 or 2 according to experience. Help with games, etc., an added recommendation.
Single accommodation in return for boarding duties may be available.
Full particulars from and applications with c.v. and names, addresses and phone numbers of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX. (54331) 183624

CAMBRIDGESHIRE

THE KING'S SCHOOL
Ely

Required for September 1984 a master or mistress to teach German and related subjects throughout the school.

Position suitable for a first or second appointment.

Salary in accordance with the Ely Salary Scale.

Applications giving names and addresses of two referees to be addressed to the Headmaster from whom further particulars are available. (50136) 183624

CAMBRIDGESHIRE

THE LEYS SCHOOL
(HMC: boys from 13, mainly boarding, with Sixth Form girls)
A well qualified graduate required in September 1984 to teach French and Latin mainly to 'O' level, though 'A' level work could be available in one of these subjects. The post is suitable as a first appointment or for someone with two or thre years' teaching experience. Ability to contribute enthusiastically to the life of a boarding school, particularly in games, will be a strong recommendation.
Possibility of appointment as House Tutor (boys or girls): married accommodation could be available.
Applications, including full curriculum vitae and names of two or more referees should be sent, as soon as possible, to The Headmaster, The Leys School, Cambridge CB2 2AD. (65231) 183624

GLOUCESTERSHIRE

BREDON SCHOOL
(Independent boarding and day school for 200 boys, 11 - 18)
Required for April 1984: Graduate to teach French throughout the School to GCE and CSE Level. Temporary resident appointment for ONE term only. Salary Burnham Scale 1. Free single accommodation and board provided in return for residential duties.
Apply immediately by telephone to the Headmaster, Bredon School, Pull Court, Bushley, Nr. Tewkesbury, Glos. GL20 6AH. Tel: Tewkesbury (0684) 293156 (Day), 292408 (evening). (65129) 183624

HEREFORD & WORCESTER

BROMSGROVE SCHOOL
(HMC and IAPS. 150 in Sixth Form)
YOUNG GRADUATE LINGUIST (French and one other language) required in September 1984 to fill a vacancy created by promotion to an Headship of Department.
Remuneration above Burnham Scale 2. Accommodation available to a single person of either sex. Married candidates will be offered a living-out allowance in lieu.

Further details from and applications with the names of two confidential referees to: The Headmaster, Bromsgrove School, Worcs, B61 7DU. Tel: (0527) 32774. (54136) 183624

LONDON NW3

SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
3 Maresfield Gardens
Required for September 1984, qualified graduate to teach Spanish to 'A' level with some French. This is a temporary appointment, one term, to cover for maternity leave; but there is a very strong possibility that the post will be available on a permanent basis from January 1985.
Apply by letter to the Headmistress enclosing a curriculum vitae and the names and addresses of two referees. (54212) 183624

LONDON

Temporary French Teacher, Private Ballet School C.S.E., 'O', 'A'.
Apply The Urdang Academy, 20/22 Shelton Street, London WC2. (54735) 183624

LOUGHBOROUGH

LOUGHBOROUGH GRAMMAR SCHOOL
(H.M.C. 800 boys 210 in Sixth Form)
Required for September, a graduate to teach French and German throughout the School up to Scholarship level.
Salary will be Burnham Scale 1, plus Loughborough Allowance.
Applications should be sent, as soon as possible, to the Headmaster at the School and should include tabulated Curriculum Vitae and the names of two referees. (65169) 183624

SHROPSHIRE

MORETON HALL
Weston Rhyn, Oswestry, Shropshire SY11 3EW

(Public boarding school for 300+ girls; sixth form 80+)

There will be an opportunity from September for a well-qualified and experienced teacher of French to join our modern languages department and to be a resident housemistress.

The school has its own generous salary scale based on Burnham.

Please write to the Principal with full curriculum vitae and the names of two referees. Further details are available on request. (65879) 183624

SOMERSET

MILLFIELD JUNIOR SCHOOL
FRENCH & GERMAN TEACHER
See main Ad under Preparatory Schools. (54803) 183624

SUFFOLK

FRAMLINGHAM COLLEGE
Woodbridge, Suffolk
H.M.C. Co-educational school for 500 boarding and day pupils
Required for September, 1984 a university graduate to teach French throughout the school to university entrance.
Applications should be made to the Headmaster with curriculum vitae and the names of two referees. (54551) 183624

SURREY

PRIOR'S FIELD
Godalming, Surrey

Independent Girls Boarding and day School 200 pupils (11 - 18)

Required in September 1984 graduate to teach French at all levels up to and including University entrance. Burnham scale. A scale 2 post available according to qualifications and experience.

Applications to the Headmistress together with curriculum vitae and names and addresses of two referees. (68534) 183624

SURREY

REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS

(H.M.C. Independent: 830 boys aged 10 - 18 with 50 girls in sixth form)

Required for September 1984, due to retirement, a well-qualified graduate to teach FRENCH and SPANISH throughout the school with at least one language to G.C.E. Advanced level and university entrance standard. Help with games, C.C.F. or extra curricular activities an advantage.

Scale 2 post available for suitably qualified and experienced candidate although applications will also be welcomed from graduates seeking their first appointment. Assistance with removal expenses available in approved cases.

Apply by letter to the Headmaster as soon as possible giving full personal details and the names and addresses of two referees. (50643) 183624

WILTSHIRE

ST MARY'S SCHOOL
Calne

INDEPENDENT BOARDING SCHOOL FOR GIRLS

Required for September, A Graduate in French to share the teaching of the subject up to 'O' level. Part-time post - Burnham Scale 1.

Apply to the headmistress with C.V. and the names of two referees as soon as possible. (65732) 183624

Music

Other Assistants

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-on-Loddon, nr. Basingstoke
(Independent Girls Boarding School - 163 pupils 11 - 18)
Required September 1984 full-time assistant music graduate mainly to teach piano and some violin/cello. Some class teaching may be available. An interest in choirs and chapel music would be an advantage. Resident preferred. The department consists of three full-time and ten part-time teachers and is very active in school life. There is a new music wing. Burnham Scale.
Applications with details of training and experience and names of two referees should be sent to the Headmistress by 2nd MARCH. (54980) 183824

HEREFORD AND WORCESTER

BROMSGROVE SCHOOL
(HMC and IAPS 700 boys and girls, 8 - 18; 150 in Sixth Form)
Required in September, 1984 an ASSISTANT DIRECTOR OF MUSIC. Remuneration above Burnham Scale 2. Single accommodation available to applicants of either sex. For married candidates a living-out allowance is payable in lieu.
Further details and application forms from Headmaster, Bromsgrove School, B61 7DU. (0527) 32774. (65033) 183824

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park, Hatfield
Boarding Schools for 350 girls (11 - 18 years)
Headmistress: Mrs. A.M.B. Butler, M.A.
Required for September, 1984:-
1. ASSISTANT ORGANIST/MUSIC TEACHER to join a thriving Music Department of 7 full-time and 10 part-time staff. The successful applicant will be an accomplished keyboard player, able to teach class music throughout the school to 'A' Level, give individual keyboard tuition and assist the Director of Music with Chapel services. Experience in choral and orchestral music is essential, combined with an enthusiasm to develop music throughout the community. Resident post, salary on Burnham scale according to age, qualifications and experience. Further details on request (Tel: 0707 52262).
2. Visiting PIANO TEACHER, for up to 2 days a week, to teach pupils at all levels, ISM rates and full travel expenses paid.
Applications to the Headmistress with full C.V. and telephone number, together with names, addresses and telephone numbers of two referees.
CLOSING DATE: 1st March, 1984. (65220) 183824

Pastoral

Other Assistants

BERKSHIRE

QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 0DX

(360 girls, aged 11 - 18, 100 in Sixth Form)

Housemistress required for girls' boarding House of 40 girls aged 12 - 17. Mature person sought with experience of life in a boarding school. Resourcefulness and a good sense of humour essential. Post may be teaching or non-teaching. (If teaching, must be a trained graduate - please state subject).

Further details on receipt of a s.a.e. Please apply in writing to the Headmistress, giving a full c.v. and the names, addresses and telephone numbers of 3 referees, by Monday 27th February, 1984. (65483) 184024

HAMPSHIRE

ST. SWITHUN'S SCHOOL
Winchester

Required for april, or as soon as possible a resident Assistant Housemistress/Matron for Senior House of 40 girls aged 12 - 17 years. Salary NALGO scale.

Apply in writing with names and addresses of two referees to: The Housemistress, Hillcroft, Northbrook Avenue, Winchester. (54344) 184024

NORFOLK

GRESHAM'S JUNIOR SCHOOL
requires for September 1984 Resident Master or Mistress, mainly as class teacher to 9 year olds but to share all aspects of a boarding/day community. An interest in Mathematics particularly welcome.
Applications in writing with full c.v. and names of two referees to Headmaster, Gresham's Junior School, Holt, Norfolk, from whom also further details may be obtained (Holt 3240). (54739) 184024

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Worcestershire

Independent Boarding School for 520 girls

Required for September 1984 full-time Resident Housemistress/Tutor to assist in Senior boarding house for 160 sixth form girls.

The post would interest someone who enjoys working with young people and preferably with experience or training in this field. There might be some part time teaching or other work within the school.

Applications with copies of testimonials, if available, and names and addresses of two referees, to the Headmistress. (61368) 184024

Physical Education

Heads of Department

SURREY

PRIOR'S FIELD
Godalming, Surrey

Independent Girls Boarding and day School 200 pupils (11 - 18)

Required in September 1984 Head of Physical Education to be in charge of Games throughout the school and responsible for fixtures. The two major Sports are Lacrosse and Tennis, but also Hockey, Netball, Badminton, Squash, Rounders, Athletics, Swimming, Volleyball, Gym and Dance are taught. Salary Burnham Scale 2. Accommodation could be available for a single person.

Applications in writing, together with names and addresses of two referees, to the Headmistress. (68535) 184218

SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984

HEAD OF MODERN LANGUAGES

to teach French to A and University level. Ability to teach a second Modern Language, preferably Italian or Russian, is desirable. French, German, Russian, Spanish and Italian are taught. Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (2690)

BLUNDELL'S SCHOOL
Tiverton, Devon

(450 pupils 13–18, 45 girls in Sixth Form)

requires a

DIRECTOR OF MUSIC

for September 1984.

Full details can be obtained from Blundell's School, Tiverton, Devon EX16 4DN. Interested musicians are invited to ring the Head Master, John Rees, on 0884 252543 for a preliminary discussion. (2676)

DIRECTOR OF MUSIC
ELLESMERE COLLEGE
SHROPSHIRE
H.M.C. WOODARD

The appointment is for September 1984.

In addition to departmental responsibilities, the post involves the running of Chapel music. The Chapel Choir, which is touring the United States during April, enjoys a considerable reputation. There are two fine organs, one of which is the Tyne Dock Schulze. The Music School is housed in the College Arts Centre, which also provides a cultural focus for the local community

Applications (together with a curriculum vitae and the names and addresses of three referees) and enquiries to the Headmaster, Ellesmere College, Ellesmere, Shropshire, SY12 9AB. Tel: Ellesmere 2321. (2719)

INDEPENDENT P.E.
continued

Other Assistants

CUMBRIA

ST. BEES SCHOOL
Cumbria

Required for September 1984 an enthusiastic and well qualified specialist to be responsible for GIRLS' P.E. and the organisation of GIRLS' GAMES.

The main winter games for girls are hockey and netball (new multi-purpose games area): summer sports include athletics, swimming, tennis and rounders.

Applicants should also be qualified to teach an academic subject to junior forms and should state the subject(s) offered.

The School is co-educational: there are 380 pupils aged 11 - 18, of whom 140 are girls.

Apply with curriculum vitae and the names of two referees to The Headmaster, The School House, St. Bees, Cumbria CA27 0DU. (65702) 184824

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset
There will be a vacancy in September 1984 for an assistant in the Physical Education department. Candidate with special interest in lacrosse and dance preferred, but this is a post offering a wide scope of activities. Non resident.
Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (63157) 184224

EAST SUSSEX

ST. MARY'S HALL
Brighton

C. of E. Independent Public School for Girls (approx. 380)

Required for September, an additional fully qualified teacher with special interest in Lacrosse and Swimming, to share in the teaching of P.E. throughout the school. Experience not essential. Burnham Scale with Government Superannuation.

Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (50322) 184224

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
Required in September, Teacher of Physical Education in this girls' school of 950 pupils aged 5 - 18, to share the work in a department of three full-time and two part-time members of staff. There will be opportunity for some work with the top primary age group. Burnham Scale 1.
Apply by letter (no forms) with s.a.e, giving curriculum vitae, two referees and copies of two testimonials if available to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB. (54209) 184224

READING

THE ABBEY SCHOOL
Reading

Independent

Required in September 1984, a teacher of PHYSICAL EDUCATION. A Scale 2 or 3 post is available for a suitably qualified and experienced candidate.

Please apply to the Headmistress with full curriculum vitae. (65224) 184224

SHROPSHIRE

MORETON HALL
Weston Rhyn, Oswestry, Shropshire SY11 3EW

(Public boarding school for 300+ girls; sixth form 80+)

Applications are invited from well-qualified teachers of physical education to join a strong department of three full-time and one part-time teachers; experience will be an advantage but is not essential. The school enjoys an outstanding reputation for its games, especially lacrosse, and a high level of skill and coaching competence in this game would be essential. Candidates should also have the ability to teach gymnastics and dance.

There is the possibility that this appointment could be combined with a residential housemistress post; applicants should state if they would be interested in a combined post.

The school has its own generous salary scale based on Burnham.

Please write to the Principal with full curriculum vitae and the names of two referees. Further details are available on request. (65878) 184224

SOMERSET

BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT

(Independent 580 girls, Boarding and Day)

Required for 30 May 1984 on temporary appointment, qualified assistant to share work in a department of three. Swimming, tennis, dance etc.

Apply with full curriculum vitae, names of two professional referees and sae to the Headmistress at the school. (54983) 184224

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 540 girls
Required for SEPTEMBER 1984, full-time qualified teacher of PHYSICAL EDUCATION. This post would suit a Lacrosse player, but special interest in Netball and Dance would be an advantage. Burnham Scale 1, Outer London Weighting.
Letters of application, together with curriculum vitae and names and addresses of two referees, should be sent to the Headmistress, Croham Hurst School, 79 Croham Road, South Croydon CR2 7YN. (65369) 184224

WEST YORKSHIRE

WAKEFIELD GIRLS' HIGH SCHOOL
710 girls, 170 in VI Form
Required in September 1984 Physical Education specialist to join a department of four and to teach throughout the school.
Apply Head Mistress giving details of qualifications and experience and names of referees. (65134) 184224

Religious Education

Heads of Department

KENT

THE SACRED HEART SCHOOL
Beechwood, Pembury Road, Tunbridge Wells TN2 3QD

Catholic Independent Boarding & Day School for Girls (11 - 18)

HEAD OF RELIGIOUS EDUCATION required for September, Scale 2. Possible Scale 3 for experienced candidate or if prepared to undertake residential duties.

Apply in writing to the Headmaster naming two referees. (54722) 184418

Other Assistants

SURREY

ST. GEORGE'S COLLEGE
Weybridge KT15 2QS

Independent school for boys mainly R.C. Member of H.M.C.; 650 pupils from 12 to 18 years; 180 boarders, 370 day boys and 100 girls in the Sixth Form

Required for September 1984 a full time Assistant Teacher of R.E.. The post will involve teaching A.E.B. syllabus to A level and a non-examinable syllabus from the Second to the Fifth Forms. An Assistant Housemastership would be available and help with games would be very greatly appreciated. Salary Burnham Scale plus according to experience. Bachelor accommodation available.

Write enclosing curriculum vitae with names of two referees to the Headmaster. (65760) 184424

Rural Science

Other Assistants

DORSET

Required in May 1984. Resident/non resident. Qualified Teacher to be in charge of Rural Environmental Studies throughout the school up to CSE standard. Some practical experience of pig-keeping and sheep rearing a distinct advantage.
Applications in writing to Headmaster, Hurn Court School, Christchurch, Dorset. (65428) 184624

Science

Heads of Department

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL
High Wycombe

Wanted in September 1984, Head of Science Department, graduate Physicist, to teach the subject throughout the school from 12 years to University entrance standrad. Non-resident post, no supervisory duties, Burnham Scale 4.

Apply, with details of qualifications and expri-ence, and the names of two referees, to the Headmistress. (50615) 184818

CAMBRIDGESHIRE

KIMBOLTON SCHOOL
Independent, Coeducational, H.M.C. (PSYB page 167)
Required for September a well qualified graduate to be HEAD OF THE PHYSICS DEPARTMENT. In addition to the organisation of the Department the successful applicant will be expected to teach in the range 11+ to post 'A' Level Oxbridge entrance. There are well equipped laboratories and a computer provision. A willingness to help outside the classroom with sport and/or in the role of House Tutor would be an advantage.
Kimbolton School has its own salary scale and accommodation (married or single) could be available.
Applications in writing with curriculum vitae and the names of two referees should be sent by the 28th February to The Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambs. PE18 0EA, from whom further details of the post may be obtained. (54956) 184818

CROYDON

TRINITY SCHOOL
Croydon
Physics - see advertisement below. (61373) 184818

DYFED

LLANDOVERY COLLEGE

H.M.C. (250 pupils)

HEAD OF CHEMISTRY

Applications are invited for the above post from September 1984.

Details available on request: applications with names of two referees to: The Warden, (Dr. R. Brinley Jones), The College, Llandovery, Dyfed.

Closing date 10th March 1984. (54724) 184818

GLOUCESTERSHIRE

WHITEFRIARS SCHOOL
Cheltenham

(Independent Grammar School)

Required for September 1984 a well qualified graduate to take charge of the Physics Department and to teach the subject up to University Entrance level. There are well-equipped laboratory facilities complete with departmental microcomputer. A willingness to help outside the classroom especially with sports would be an advantage.

A Scale 2 or Scale 3 post is available.

Applications in writing with curriculum vitae and the names of two referees should be sent to the Headmaster, Whitefriars School, Charlton Kings, Cheltenham, Glos. (526697). (68779) 184818

LONDON

WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for September 1984. Good Honours Graduate, experienced teacher of Head of Physics Department. Physics is taught as a separate subject from the age of eleven. The laboratories are well equipped, emphasis is laid on experimental work. 75% of pupils continue to 'O' level and the subject is strongly represented at A, S and Oxbridge levels. Scale 2 or 3 post available. Inner London Weighting.
Apply in writing to the Headmistress enclosing curriculum vitae and names and addresses of two referees. Wimbledon High School G.P.D.S.T., Mansel Road, London SW19 4AB. (65548) 184818

SOMERSET

MILLFIELD SCHOOL
Co-educational Boarding School of 1100 pupils, including over 400 Sixth Formers; 165 teachers
REQUIRED for September 1984:
HEAD OF CHEMISTRY in a department of 8 teachers and outstanding modern buildings, with strong Oxridge traditions. Salary negotiable.
A second post is also available within this department. Candidates should indicate whether or not they would be interested in this position. Both vacancies are due to retirement.
Apply to Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae and the names of two referees. (54005) 184818

SURREY

EWELL CASTLE SCHOOL
Church Street, Ewell
01-393 1413
365 boys 8 - 18 (Girls in the Sixth Form)
Required for September 1984 HEAD OF SCIENCE (ability to teach Biology to at least 'O' Level essential) to co-ordinate the teaching of Physics, Chemistry and Biology from Junior School to 'A' Level.
A willingness to contribute to extra curricular activities would be an advantage.
Burnham Scale 3 plus outer London allowance.
Applications by letter with full c.v. plus names and addresses of two referees to the Headmaster. (65004) 184818

Other Assistants

BERKSHIRE

QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 0DX

(360 girls, aged 11 - 18, 100 in Sixth Form)

Graduate assistant PHYSICS teacher required for September 1984 to share teaching of subject up to 'A' level. Ability to teach Junior Chemistry or Mathematics an advantage. Must be willing to play a full part in the life of a boarding school.

Further details on receipt of a s.a.e. Apply in writing to the Headmistress giving a full c.v. and the names, addresses and telephone numbers of 2 referees, by Monday 27th February, 1984. (65482) 184824

CAMBRIDGESHIRE

THE KING'S SCHOOL
Ely

Required for September 1984 a master or mistress to teach Physics to advanced and scholarship level and physical science to 'O' level, ability to assist with the expansion of the department in the field of electronics, and computing a strong advantage.

Position suitable for a first or second appointment.

Salary in accordance with the Ely Salary Scale.

Applications giving names and addresses of two referees to be addressed to the Headmaster from whom further particulars are available.

This is a re-advertisement and all previous applications are still under consideration. (50137) 184824

CHESHIRE

NORTH CESTRIAN GRAMMAR SCHOOL
Altrincham, Cheshire

(500 boys aged 11 to 18 including 80 in Sixth Form)

Required for September:

1. Physics Graduate to teach Physics at all levels including 'A' Level.

2. Science Graduate to teach Biology at least up to 'O' Level ('A' Level work available), and some other sciences including helping to introduce Modular Junior Science Course.

Willingness to participate in extra-curricular activities, especially games, will be an advantage. Salary above Burnham Scale, also free B.U.P.A. membership. Scale post available for experienced teacher, but applications from new entrants will be welcome.

Apply in writing to the Headmaster, including full curriculum vitae and names and addresses of two referees. (65044) 184824

CORNWALL

TRURO SCHOOL
Cornwall TR1 1TH

(H.M.C. Independent Day and Boarding 830 boys, 220 in the VIth form, including 55 girls)

Required for September, 1984 a graduate to teach Chemistry throughout the school including University Scholarship work.

This is a post offering considerable scope to a candidate with teaching experience. Alternatively, well-qualified candidates seeking a first appointment will be seriously considered.

Willingness to participate in, and to help organise games and extra-curricular activities is a strong added recommendation.

Apply in writing to the Headmaster, with curriculum vitae, and names, addresses and telephone numbers of two referees.

Please mark envelope 'Chemistry', Truro School, Trennick Lane, Truro, Cornwall TR1 1TH.

Acknowledgements will be sent to short-listed applicants only. (65875) 184824

CORNWALL

TRURO SCHOOL
Cornwall TR1 1TH

(H.M.C. Independent Day and Boarding 830 boys, 220 in VIth form, including 55 girls)

Required for September 1984, a physics graduate with a special interest in, and ideally a qualification in electronics, to teach some physics, but primarily to develop electronics throughout the school possibly to 'A' level.

This is a post offering considerable scope to a candidate with teaching experience. Alternatively, well-qualified candidates seeking a first appointment will be seriously considered.

Willingness to participate in, and to help organise games and extra-curricular activities is a strong added recommendation.

Apply in writing to the Headmaster, with curriculum vitae, and names, addresses and telephone numbers of two referees.

Please mark envelope 'Physics/Electronics'.

Truro School, Trennick Lane, Truro, Cornwall TR1 1TH.

Acknowledgements will be sent to short-listed applicants only. (65876) 184824

CROYDON

TRINITY SCHOOL
Croydon

(Independent, H.M.C., 740 boys)

Required in September 1984 Honours Graduate to teach PHYSICS. A teacher of proven ability and experience could be considered for the HEADSHIP of the department, but applications from keen and able recruits to the profession or those seeking wider experience would be welcome. The department has an exceptional academic record and is responsible for courses in Physics, Physics-and-Mathematics, and Electronic Systems. The willingness and ability to make a strong contribution to extra-curricular activities (CCF and hockey particularly welcome) will be an additional recommendation.

The salary will be on the appropriate Whitgift Foundation Scale (above Burnham). Financial assistance is available for removal expenses, and there is the possibility of accommodation.

Applications (no forms) with names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT. (61370) 184824

EAST SUSSEX

ST. MARY'S HALL
Brighton

C. of E. Independent Public School fir Girls (approx. 380)

Required for September, a fully qualified graduate to teach BIOLOGY up to Advanced and Scholarship level, ability to help with Middle School General Science an advantage. Experience not essential. Salary: Burnham Scale with Government Superannuation.

Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (50323) 184824

EASTBOURNE

EASTBOURNE COLLEGE
PHYSICS
Graduate required in September 1984 to teach Physics throughout the College, including both 'A' and 'O' Level. Opportunities exist in a wide range of extra-curricular activities.
Letters of application, together with curriculum vitae and the names and addddresses of two referees, should be sent to the Headmaster, Eastbourne College, Eastbourne, E. Sussex BN21 4JX, from whom further details may be obtained. (65041) 184824

ESSEX

BRENTWOOD SCHOOL
(H.M.C.)
Required for September, 1984, Teacher for PHYSICS and CHEMISTRY to 'O' Level. The appointment is necessitated by the expansion of a strong Science Department.
Further details available on application to the Headmaster, Brentwood School, Essex. (54923) 184824

HERTFORDSHIRE

Required in September a full time graduate physicist also qualified to teach chemistry to O level or a graduate chemist also able to teach physics to O level. Burnham scale, government superannuation.
Please apply in writing to the Headmistress, Berkhampstead school for girls, Kings Road, Berkhampstead, Herts, enclosing a full CV and names of two referees. (65532) 184824

HERTFORDSHIRE

ST. FRANCIS COLLEGE
Letchworth, Herts. SG6 3PJ
Boarding & Day School for Girls
11 - 18 age range
Required for April or September 1984, an enthusiastic graduate to teach Biology to 'O' level and General Science in the Lower School. Opportunity to teach 'A' Level Biology may be offered to suitable applicant.
Burnham Scale 1 Resident or non-resident. Free accommodation in return for light boarding duties may be available for a single teacher.
Further details, on receipt of a s.a.e. from the Headmaster, to whom applications should be made as soon as possible. (54745) 184824

LONDON E17

FOREST GIRLS' SCHOOL

250 girls 11 - 18

A graduate is urgently required to teach CHEMISTRY to 'O' level on a 2/5 timetable. The appointment will be for one term from April 1984. Salary will be on the appropriate Burnham Scale. Please apply as soon as possible to the Warden, Forest School, near Snaresbrook, London E17 3PY (01-520 1744). (65865) 184824

ST LEONARDS SCHOOL
ST ANDREWS, FIFE

(Boarding School of 450 girls aged 9–18; Major sports lacrosse, hockey and tennis)

Head of Department
PHYSICAL EDUCATION

required for September 1984.

Burnham Salary Scale III post; government superannuation.

Please apply to Headmistress with curriculum vitae and the names of two referees. (2804)

LEEDS GRAMMER SCHOOL

(HMC, Assisted Places, Independent)
(1,100 boys 10–19, 280 in sixth form)
Moorland Road, Leeds LS6 1AN

Required for September 1984 a well qualified graduate to join a lively department and teach BIOLOGY throughout the school. An interest in out-of-school activities is an added qualification. Applications in writing, together with curriculum vitae, names, addresses and telephone numbers of two referees should be made to the Headmaster, from whom further details may be obtained; please send sae. (2714)

INDEPENDENT SCIENCE
continued

LONDON E17
FOREST SCHOOL
HMC: IAPS
400 senior boys: 300 girls: 250 junior boys
A CHEMISTRY specialist (newly qualified or with some experience) is required in September to teach up to 'O', 'A' and Oxbridge levels. Salary (Outer London) Burnham Scale 1 or 2 (depending on experience). Subsidised accommodation may be available. Pleasantly situated on edge of Epping Forest.
Apply with c.v. and the names of two referees to the Warden, Forest School, near Snaresbrook, London E17 3PY, from whom further details are available. (65239) 184824

LONDON NW1
THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road
Seeks a full-time teacher of Physics to GCE O-Level and International Baccalaureate.
The school is a private co-educational day school offering O-levels followed by International Baccalaureate. Further information available on request.
Applications, including full CV and the names of two referees, should be sent as soon as possible to the Headmaster, Mr J.E. Parkes, The International School of London, Crowndale Road, London NW1. (65377) 184824

LONDON
ELTHAM COLLEGE
HMC: Formerly D.G. 11 - 18
Day and Boarding
Graduate Physicist required in September to teach PHYSICS to 'A' level and Open Scholarship standard in team of three. Additional commendations include strong interest in Electronics or Computing Science or Engineering. Games ability or interest useful. Own salary scale linked with and above Burnham, starting in Scale 2 at a point depending on qualifications and experience. Bachelor accommodation may be available.
Applications, with names of two referees and curriculum vitae to Headmaster, Eltham College, London SE9 4QF. (54532) 184824

MORAY
Required for Spring Term, 1985 or Autumn Term, 1984 (Spring Term would be preferable) a well-qualified graduate to teach PHYSICS up to Advanced Level for one term (to replace someone on sabbatical leave). Gordonstoun salary scale, possibility of accommodation.
Applications, including the names, addresses and telephone numbers of two referees to The Headmaster, Gordonstoun School, Elgin, Moray IV30 2RF (Tel: 0343 830 445) from whom further particulars can be obtained. (65298) 184824

OXFORD
Required in September qualified teacher of PHYSICS to A Level (with Physical Science in Junior Forms).
Apply with c.v. to Headmistress, Rye St. Anthony School, Pullen's Lane, Headington, Oxford OX3 0BY. (54551) 184824

OXFORD
ST. CLARE'S
Oxford
Applications are invited for specialists in PHYSICS to teach at Higher and Subsidiary levels of the International Baccalaureate from next September. Candidates should have Sixth Form experience, an interest in international education and a willingness to contribute outside the classroom.
Further details may be obtained from the Principal, to whom applications together with curriculum vitae and the names of two referees, should be sent by 3rd March. T.K. Aperbak M.A., Principal, St. Clare's, 139 Banbury Road, Oxford OX2 7AL. (54543) 184824

PERTHSHIRE
STRATHALLAN SCHOOL
Required for September 1984 graduate to teach Biology including VIth Form Work for suitably qualified candidate. A second subject would be welcome but neither this nor experience is essential.
This residential post is well suited to any person who could enjoy involvement with games and activities. Single and married accommodation available. Full details from the Public Schools Year Book.
Applications with Curriculum Vitae and names of two referees to the Headmaster, Strathallan School, Forgandenny, Perth PH2 9EG. (54306) 184824

READING
THE ABBEY SCHOOL
Reading
Independent
GRADUATE
Required in September 1984 to teach CHEMISTRY throughout the school to University entrance standard. A Scale 2 or 3 post is available for a suitably qualified and experienced candidate.
Please apply to the Headmistress with full curriculum vitae. (65225) 184824

SOMERSET
MILLFIELD SCHOOL
Co-educational Boarding School of 1100 pupils, including over 400 Sixth Formers; 165 teachers
REQUIRED for September 1984:
Teacher of PHYSICS up to 'A' level, in large modern department. Help with COMPUTER STUDIES desirable.
Apply to Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae, the names of two referees and extra-curricular interests. (54006) 184824

SUFFOLK
CULFORD SCHOOL
Bury St Edmunds, Suffolk
HMC Co-ed. Boarding/Day 580 pupils 8 - 18
Wanted for September 1984, or April if possible, a graduate to teach Physics to university entrance level. Traditional Physics and combined syllabuses are used to O Level and Nuffield Physics to A level. An interest in electronics would be helpful.
Salary on the Culford scale, above Burnham. Scale II a possibility for a suitably qualified and experienced applicant.
All staff are required to contribute to extra curricular activities and boarding duties. Accommodation and board is available free for single staff.
Apply with full c.v. and the names, addresses and telephone numbers of two referees to The Headmaster, Culford School, Bury St. Edmunds, Sheffield IP28 6TX. (65866) 184824

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 830 boys aged 10 - 18 with 80 girls in sixth form)
Required for September 1984, a well-qualified graduate to teach PHYSICS throughout the school to G.C.E. Advanced level. The ability to teach some Electronics and/or Computing would be an advantage. Help with games, C.C.F. or extra curricular activities will be an additional recommendation.
Scale 2 post available for suitably qualified and experienced candidate although applications will also be welcomed from graduates seeking their first appointment. Assistance with removal expenses available in approved cases.
Apply by letter to the Headmaster as soon as possible giving full personal details, and the names and addresses of two referees. (50642) 184824

SURREY
EPSOM COLLEGE
H.M.C. Boarding and Day School
for 600 boys aged 13 - 18 years and 50 Sixth Form girls. Required for September 1984, a GRADUATE to teach BIOLOGY to A-level. There are currently over 100 pupils studying Biology in the Sixth Form. Accommodation available for a married or single person.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained. (65861) 184824

SURREY
Qualified teacher of Physics to O Level, subsidiary Maths, Geography useful, from April or September.
Send c.v. with two referees, letter of application and s.a.e. to Headmaster, Orme House School, Tilburstow, Godstone, Surrey RH9 8LX. (54794) 184824

SUSSEX
Teacher required September to teach Science to PSS and CE. Assist with Scouting. Computer Studies an advantage.
Burnham Scale, Government Superannuation, single accommodation available.
Apply with cv to Headmaster, Newlands Preparatory School, Seaford, East Sussex. (50352) 184824

TAUNTON
QUEEN'S COLLEGE
Taunton
Wanted for September an Assistant to teach Physical Sciences to 'O' Level (some Sixth Form work may be available to a suitably qualified applicant). The post is a RESIDENT one and willingness to assist with pastoral duties with girls (11 - 18) is essential.
Applications with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmaster. (65208) 184824

WEST SUSSEX
SEAFORD COLLEGE
Petworth, West Sussex
Assistant required for September 1984 to teach Physics to 'O' level: ability of offer some General Science Chemistry an advantage plus the willingness to participate in extra curricular activities of a boys' country boarding school.
Further details and application form from the Secretary. (50619) 184824

WEST YORKSHIRE
BATLEY GRAMMER SCHOOL
Carlinghow Hill, Batley, West Yorks.
Tel: 474980
(Independent Boys' Grammar School)
Required in Sept.: Qualified Graduate to teach Physics throughout the School: Nuffield courses to 'O' and 'A' level. An interest in electronics would be an advantage; also a willingness to share in extra curricula activities, particularly the C.C.F. Scale of post - 1 or 2 - according to qualifications and experience.
Letters please (no forms) with curriculum vitae and names of 2 referees to the Headmaster from whom further details are attainable. (65885) 184824

Science Master, experienced, required for Private School. Excellent laboratories and facilities.
Apply with refs. to the Headmaster, Menorah Grammar School, Beverley Gardens, London NW11. Tel: 458 8554. (65128) 184824

Royal Grammar School
Guildford

Required in September 1984, a well-qualified graduate to take charge of the development of

DRAMA

throughout the school. This is a new post presenting interesting opportunities. The successful candidate will be expected to teach an academic subject at least to O Level. Salary: Burnham plus. Scale according to qualifications and experience. For full details write to the Headmaster's Secretary, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB.

(2882)

ST BEDE'S COLLEGE
Alexandra Park, Manchester M16 8HX

A Catholic Grammar School of 635 boys 11–18 years. 120 pupils in the Sixth form, a high proportion of whom go on to university. Girls will be admitted to the Sixth form from September 1984.

Applications are invited for the following posts to commence in September 1984. Practising Catholics will be preferred.

HEAD OF MATHEMATICS
Burnham Scale 4
To lead a department of five and to teach up to Oxbridge level. Experience in both traditional and modern Mathematics and Computer Studies desirable.

TEACHER OF ECONOMICS
A well qualified graduate teacher required to introduce the subject at 'O' and 'A' level and to teach up to Oxbridge entrance. This is a Scale 1 post in the first instance, but a Scale 2 is available after satisfactory completion of first year.

TEACHER OF BIOLOGY
Scale 1
A well qualified graduate teacher required to assist with Biology throughout the school up to Oxbridge level.

Letters of application with full CV and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, Mr J. Byrne, from whom further details may be obtained. Closing date for applications, Wednesday 7th March, 1984.

(2854)

Other than by Subject Classification

Other Assistants

BRISTOL
QUEEN ELIZABETH'S HOSPITAL
(HMC/ex - D.G. 440 boys, day and boarding; 110 in sixth form)
Required for September, 1984, a teacher qualified to teach Chemistry and Geography to 'O' level. 'A' level work in either subject could also be available. Burnham scale 1 or 2 according to qualifications and experience. Help with games etc., and added recommendation. Single accommodation may be available in return for boarding duties. For particulars of the School in P.S.Y.B. page 253.
Applications with c.v. and names, addresses and phone numbers of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX. (65391) 185624

CAMBRIDGESHIRE
SELWYN COLLEGE
Cambridge
offer a term's residence to a schoolteacher for Lent Term 1985.
Applications to the Master by 9th March 1984. (65127) 185624

DEVON
Wanted September full time junior Catholic Teacher.
Write Box No. TES 00118, Priory House, St John's Lane, EC1M 4BX. (54953) 185624

GWYNEDD
TOWER HOUSE
Barmouth
(Independent Day School for Boys & Girls aged 4 - 18)
Required for 30th April, 1984, if possible:-
1. Experienced, qualified Form Teacher for Upper Juniors. Applicants should be competent pianists and willing to co-ordinate Music in the school.
2. Qualified Graduate Teacher of Mathematics to 'O' level and/or Music. Please state subsidiary subjects.
Salary negotiable. Self contained flat available during term.
Application by letter as soon as possible giving full c.v. and two referees, to The Principals. Send SAE for further particulars of posts. (54705) 185624

HAMPSHIRE
Qualified and Experienced Infant Teacher required for the Junior House ages 4 - 8 in September. This will be a temporary one year appointment. Scale 1.
Apply in writing to the Headmistress, Wykeham House School, 69 High Street, Fareham PO16 7BB, including full C.V. and the names and addresses of two referees. Closing date: March 2nd. (54709) 185624

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent
(Methodist Colleges and Schools - 300 girls 11 - 18 years Boarding and Day Girls)
Required for September 1984 a qualified Graduate teacher to share in the teaching of Economics to 'A' level and Geography to 'O' and 'A' level. A bias towards the Mathematical aspects of these subjects is looked for. Burnham Scale 1. Resident or non-resident.
Apply in writing to the Headmistress giving the names and addresses of two referees. (54732) 185624

KENT
THE JUNIOR SCHOOL
ST. LAWRENCE COLLEGE
(I.A.P.S.)
FRENCH MASTER - GRADUATE
Required for September 1984. Resident post for bachelor. A committed Christian, able to coach games, especially Hockey, and help extra curricula activities, a very strong recommendation.
Also, due to increased numbers, TWO MIDDLE SCHOOL TEACHERS required for September 1984 with special interest in 8 - 10 year age group. Among subjects to be offered should be Maths and English. An energetic and enthusiastic teacher, committed Christian, keen on Boarding School life, is sought. Ability to coach Hockey/Rugby an advantage and to help with extra curricula activities.
Salary SLC Scale.
Applications with C.V. and names of two referees to: The Headmaster, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AF. Tel: Thanet (0843) 51788.
(54129) 185624

MASTER/MISTRESS/MATRONS requiring posts in Independent Schools. Should write with s.a.e. Sec. F.I.S., Pool Cottage, Manningdean Road, Billingshurst, Sussex. (62116) 185624

NORTHAMPTON
BOSWORTH TUTORS
Graduate teacher with ambition (25 - 35) required for September to specialise in O-level and A-level tuition, to participate in general college activities and administration, and to take responsibility for certain areas. Experience, commitment, energy and all-round abilities necessary to play important role (Senior Tutor) in small residential community of sixty students.
Apply in writing, together with C.V., to The Secretary, Bosworth Tutors, 9-11 St. George's Avenue, Northampton NN2 6JA, who will send further details. (65148) 185624

BOLTON SCHOOL BOYS' DIVISION
HMC; Independent Day; Govt. A.P. Scheme
1,007 boys; 8–18; 250 Sixth Form

Graduates required for September 1984

HEAD OF THE JUNIOR DEPARTMENT
The department of 120 boys aged 8–11 is housed in a separate building adjoining the main school campus. A challenging opportunity calling for experience and ambition. Interest in the extra-curricular life of the school – games and scouting in particular – a strong recommendation.

FRENCH
A young graduate to teach all levels. Russian as a second language an advantage. Extra curricular commitment essential, particularly games.

ECONOMICS/ GEOGRAPHY
Geography is taught at all levels; Economics at 'A' level only at present. A young graduate qualified to teach through-out in both Departments and prepared to contribute to the games programme (particularly rugby and cricket) and/or School Scouting is required.

Further details of all posts obtainable from the Headmaster's Secretary. Applications with curriculum vitae and names of two referees to The Headmaster, Bolton School, Chorley New Road, Bolton BL1 4PA (Tel: 0204 40202) by 29th February.

(2880)

Davies's College

AN INDEPENDENT COLLEGE OF FURTHER EDUCATION
44 Cromwell Road, Hove, Sussex BN3 3ER
Tel: Brighton 723911
300 Students Co-educational
Registered with the D.E.S. as a school
Member of the Conference for Independent Further Education

Required for September or earlier:
The following are new posts, made available by reorganisation within the College.

ASSISTANT PRINCIPAL
An experienced and qualified graduate teacher is required to take a full share of administrative responsibilities. Salary not less than £10,000.

EXTRA CURRICULAR ACTIVITIES
A qualified teacher is required to co-ordinate the cultural, sporting and social activities within the College. Hours of work flexible, but some part time teaching and assistance with counselling will be involved.

Required for September:

ACCOUNTS TUTOR
An experienced and qualified graduate, or alternatively a teacher with appropriate experience and qualifications in the Accountancy field, is required to join the Business Studies faculty. Ability to offer a second subject an advantage.

Apply to the College for further details and forms of application, which must be returned no later than Monday, 5th March 1984.

(2871)

INDEPENDENT OTHER THAN BY SUBJECTS
continued

LONDON
KENSINGTON HIGH SCHOOL JUNIOR SCHOOL
THE GIRLS' PUBLIC DAY SCHOOL TRUST
17 Upper Phillimore Gardens, London W8 7HF
Independent Day School of 300 girls
a) Required for April, 1984: Experienced full-time teacher as Form Teacher 10 - 11 year old girls, specialising in English to prepare girls for Common Entrance Examination. Ability to teach History and Scripture an advantage.
Burnham Scale 2 Post available for suitable applicant, plus Inner London Allowance.
Apply in writing to the Headmistress together with curriculum vitae and names and addresses of two referees.
b) A Graduate to teach Science 10 - 12 year olds and to prepare girls for 12+ Common Entrance Examination. This is a part-time post, 6 to 8 periods a week. Salary in accordance with Burnham Scale.
Apply in writing to the Headmistress together with curriculum vitae and names and addresses of two referees. (65686) 185624

READING
THE ABBEY SCHOOL
Reading
JUNIOR DEPARTMENT
Required in September 1984, a qualified member of staff to take charge of a form of 7 to 8 year-olds. Burnham Scale.
Please apply to the Headmistress with full curriculum vitae. (65223) 185624

SURREY
FERNDEN SCHOOL
Haslemere, Surrey
Required September 1984 a qualified teacher to be responsible for teaching general subjects in the middle school (possibility also of some Senior Teaching). The successful candidate should be willing to enter fully into the Life of a Boys' boarding preparatory school life where extra mural activities feature prominently. Ability to coach games is essential. Salary according to Burnham Scale 1. Single accommodation available during term time.
Write with full details of experience and the names of two referees to the Headmaster. (65717) 185624

SURREY
TORMEAD SCHOOL
Guildford
JUNIOR DEPARTMENT
120 girls aged 5 - 10
Owing to internal reorganisation and a resulting reduction in class size two vacancies arise for September 1984.
1. CLASS TEACHER FOR 8 YEAR OLDS.
2. CLASS TEACHER FOR 9 YEAR OLDS.
A special interest and appropriate qualifications in Mathematics and/or French would be a recommendation for either of these posts.
Applications should be sent by March 7th to the Headmistress, Tormead School, Guildford, enclosing full curriculum vitae and the names and addresses of two referees. Interviews will be held during the last week in March. (50621) 185624

North London Senior Girls School requires full time experienced English teacher up to 'O' Level immediately - ring 800 2035. (65152) 185624

DOWNE HOUSE
Cold Ash, Newbury, Berks.

Independent Boarding and Day School of 390 girls 11–18 years. Over 100 girls in the Sixth Form, a high proportion of whom go on to university. The school is academically selective. The staff room is mixed.

HEAD OF THE JUNIOR SCHOOL
required in Sept 84 or Jan 85 to teach in and organise the separate Junior School for 47 11-year-olds and to run one of the two boarding houses for this age group. The Head of the Junior School should be a communicant member of the Church of England. The Junior School gives an excellent start to boarding-school life, both academically and socially. We are looking for a trained teacher with energy and experience who will maintain these high standards on the retirement of the present Head, Mrs L. Berwick. The boarding house has a very pleasant flat suitable for a married couple. Subsidised education is offered for a daughter in the school and for a son at Bradfield College, Burnham Scale 3. Some teaching in the Senior School could be a available.

HEAD OF THE MODERN LANGUAGES DEPARTMENT
required in September on the retirement of Mrs E.Owen to teach up to 'A' level, to prepare for Oxford and Cambridge entrance examinations and to organise a department of eight. Proven success in teaching at this level is essential. French should be the main language, with Spanish or German. Burnham Scale 3. Resident or non-resident post.

A HOUSEMISTRESS
is required in September to take charge of a Junior Boarding House of 17 11-year-olds. The House has a self-contained flat. Teaching might be available in the Senior School if the applicant wished to teach above Junior School level. State subject(s) offered. Burnham Scale 1 with Housemistress' special allowance.

MATHEMATICS
graduate required in September to join an expanding Mathematics Department, and to teach up to 'A' level. An ability to assist in the teaching of Computer Science would be an advantage. Burnham Scale according to experience. Resident or non-resident post.

PHYSICAL EDUCATION
staff required in September to join the existing department of two and to share the teaching of gymnastics and games. Good Lacrosse essential and an interest in coaching swimming to junior divisional level an advantage. A new indoor swimming pool and squash courts will be ready for the use in December 1984. Burnham Scale 1.

Further details of these posts can be obtained from the School Secretary. Applications and a full CV should be sent to the Headmistress with the names, addresses and telephone numbers of two referees.

(2808)

ROYAL RUSSELL SCHOOL
Croydon, Surrey
(SHMIS) Co-educational Boarding and Day School

Required for September 1984
Three young enthusiastic and energetic graduates in the following departments:

PHYSICS/ELECTRONICS to 'A' level
Ability to assist with Mathematics an advantage.
ENGLISH to 'O' level with some remedial work in small groups.
GAMES COACHING particularly Hockey, Soccer and Cricket.
Applicants should specify other areas in which they are qualified to teach.
All Burnham Scale 1, possibility of accommodation.
and a fully qualified teacher of
SECRETARIAL SKILLS a part-time position to start a post 'O' level course.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to:
The Headmaster
Royal Russell School
Coombe Lane, Croydon CR9 5BX
Tel: 01-657 3669

(2890)

Preparatory Schools

Headships

KENT
HEAD OF JUNIOR SCHOOL required September 1984. Applications invited from suitably qualified and experienced graduate teachers with particular interest in the curriculum and the teaching of Mathematics and English.
Apply in writing to The Principal, Baston School, Baston Road, Hayes, Kent enclosing CV, names of two referees and SAE. (65530) 200010

MIDDLESEX
HEAD
ST. JOHN'S PREPARATORY SCHOOL
Northwood, Middlesex
Applications are invited for the post of Head of this leading boys' day Preparatory School.
Particulars of the appointment and an application form may be obtained from the Clerk, Merchant Taylors' Hall, 30 Threadneedle Street, London EC2R 8AY. (54973) 200010

SURREY
ROKEBY SCHOOL
I.A.P.S.
Principal required for September for fourishing pre-preparatory department of over 100 boys aged 4 - 7 years.
Apply in writing only with full C.V. and the names of two referees to the Headmaster, Rokeby, George Road, Kingston upon Thames, Surrey KT2 7PB. (65498) 200010

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
LEIGHTON PARK SCHOOL
Master of Junior House
See box display advertisement. (54802) 200012

HAMPSHIRE
MARSH COURT
Stockbridge
IAPS Boarding and day 130 boys and girls
Required for September 1984 a suitably qualified and experienced graduate as Deputy Head of this mainly boarding co-educational Preparatory School with happy atmosphere. Must have the authority and character necessary to maintain existing high standards. Involvement too in pastoral care, timetable and other administrative tasks. Experience on games field and in hobbies essential. Subjects required (though flexible) are Latin and Greek essential to P.S.S. or Geography, History and Scripture to 7 - 11 year olds. In either case computer knowledge could be a distinct advantage.
Three-bedroomed house available in pleasant grounds and educational help for children (3+ to 13+) together with payment on appropriate Burnham scale in return for fulfilled but exhausting life, made less so by 16 weeks holiday.
Apply with C.V. and the names of 2 referees to E.G. Broadbent, Headmaster, Marsh Court School, Stockbridge, Hampshire SO20 6JB. (65517) 200012

HERTFORDSHIRE
NORTHWOOD PREPARATORY SCHOOL
Rickmansworth
IAPS 160 day-boys aged 4 - 13
DEPUTY HEAD REQUIRED FOR SEPTEMBER
The school moved to its present site on the Middx/Herts border in 1983, and this is a newly-created post.
School's own salary scale. Government Superannuation.
Applications and full c.v., with subjects and interests offered and names of two referees, should be sent to the Headmaster, Moor Farm, Sandy Lodge Road, Rickmansworth, Herts. WD3 1LW. (54769) [illegible]

By Subject Classification

Arts and Design

Other Assistants

DORSET
KNIGHTON HOUSE
Blandford, Dorset
Required September 1984 a qualified Art Teacher to teach ART throughout country boarding school for girls 7 - 13. Single accommodation available, though post could be non-resident. Salary not less than Burnham. Possibility of post of administrative responsibility. Could also teach some English, Games and Swimming.
Apply in writing to the Headmaster, Knighton House School. (54771) 201224

Classics

Heads of Department

HAMPSHIRE
MARSH COURT
Stockbridge
IAPS Boarding and Day 130 boys and girls
In September 1984 a fully qualified and experienced graduate (30 - 40) is required as Head of Classics to teach Latin and Greek to P.S.S. level (several pupils learning Greek) in this mainly boarding co-educational Preparatory School in a superb country setting. This appointment may be combined with that of Deputy Head (advertised elsewhere). Help needed with rugger, soccer, cricket and hobbies; full time commitment is necessary to get the best out of boarding school life. Computer skills and experience welcome.
Apply in writing with C.V. and the names of two referees to E.G. Broadbent, Headmaster, Marsh Court, Stockbridge, Hampshire SO20 6JB. (65518) 201618

Other Assistants

JERSEY
ST. MICHAEL'S PREPARATORY SCHOOL
250 mixed
Required for September 1984 a young, experienced and preferably single graduate to teach Latin to CE and PSS level. Live in or out. Government superannuation and generous salary. Ability to help with games, activities and some boarding duties an advantage.
Apply in writing with full details and photograph to the Headmaster, St Michael's School, Five Oaks, St Saviour, Jersey, Channel Islands. (65308) 201624

JERSEY
ST MICHAEL'S PREPARATORY SCHOOL
250 mixed
Required for September 1984 a young, experienced and preferably single graduate to teach Latin to CE and PSS level. Live in or out. Government supperannuation and generous salary. Ability to help with games, activities and some boarding duties an advantage.
Apply in writing with full details and photograph to The Headmaster, St Michael's School, Five Oaks, St Saviour, Jersey, Channel Islands. (65037) 201624

SURREY
KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day Preparatory School)
Required for September 1984 a teacher to take Latin up to Common Entrance and Public School Scholarship standard; also French up to Common Entrance standard. Whoever is appointed will be expected to make a positive contribution towards games.
The salary is Burnham Scale, plus London Allowance and Government Superannuation.
Please write with full particulars and the names of two referees to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey TW10 6ES. (65492) 201624

English

Other Assistants

GWENT
ROUGEMONT PREPARATORY SCHOOL
(I.A.P.S., co-educational, day)
Newport, Gwent
One FULL-TIME and one PART-TIME teacher of ENGLISH are required for September 1984. The School is described in the PSYB 1983 page 636.
Further details from: Headmaster's Secretary, 83 Stow Hill, NPT 4EA. (54813) 202424

HAMPSHIRE
DURLSTON COURT SCHOOL TRUST
Barton-on-Sea BH25 7AQ
I.A.P.S. Co-educational 5 - 14 Day & Boarding 70 Girls 136 Boys
Required in September 1984 an enthusiastic and dedicated teacher to organise and teach English throughout the School. Interest in team games, especially one or more of the following, Rugby, Soccer, Hockey or Cricket will be a distinct advantage.
Burnham salary scale. Government superannuation. If married, assistance towards education of children.
Written applications to the Headmaster with names and telephone number of two referees and full tabulated c.v. (54954) 202424

STAFFORDSHIRE
LICHFIELD CATHEDRAL SCHOOL
The Palace, Lichfield, Staffordshire WS13 7LH
I.A.P.S. co-educational, day and boarding, 150 pupils
Choir School for Lichfield Cathedral
Required for September 1984. Qualified teacher of English to C.E.E. and P.S.S. level plus help with Drama. Ability to assist with the coaching of boys' games essential.
Single accommodation available.
Full details from the Head Master to whom applications with full curriculum vitae and details of two referees should be addressed.
Tel: Lichfield (05432) 23326.
Previous applicants will be reconsidered automatically. (54916) 202424

Geography

Heads of Department

SOMERSET
ALL HALLOWS
Cranmore Hall, East Cranmore, Somerset BA4 4SF
Graduate required September as Head of Geography. Present holder appointed to Headship. Excellent academic standard. Ability to coach rugby or hockey, and cricket or athletics, a recommendation. 200 pupils. Co-educational, boarding and day. Initially Burnham Scale 1; eventual promotion possible.
Apply Headmaster, with a curriculum vitae, names of three referees and contact telephone numbers. (65542) 202618

Other Assistants

WARWICKSHIRE
ARNOLD LODGE PREPARATORY SCHOOL
Leamington Spa, Warwicks CV32 5TN
A young and enthusiastic Teacher of Geography, also able to offer Drama or Games, required for September, 1984.
The ideal applicant will have had some teaching experience and is now seeking promotion.
Arnold Lodge is a mixed Prep. School, with 241 on roll from the ages of 3 to 13.
Burnham Scale 2. Government teachers' superannuation scheme. Residential accommodation available for single applicants.
Apply in writing to the Headmaster, giving the names of two referees. (65758) 202624

History

Other Assistants

HERTFORDSHIRE
KINGSHOTT SCHOOL
St. Ippolyts, Hitchin, Hertfordshire SG4 7JX
(IAPS co-educational Day School, 4½ - 13½ year olds)
Required for September 1984 an experienced, qualified and enthusiastic HISTORY teacher to teach the subject throughout the Prep. School up to Scholarship and Common Entrance standard. The successful applicant should also be able to coach (rather than 'take') the 1st XI SOCCER and one, or more, of the other major sports played in the School.
Salary Burnham Scale 1. Government Superannuation.
Applicants should write with full curriculum vitae with the names, addresses and telephone numbers of two referees to the Headmaster. Further details will be sent by return. (54327) 202824

KENT
NEW BEACON SCHOOL
Brittains Lane, Sevenoaks
I.A.P.S. 270 boys, boarding and day
A History specialist required for September 1984 to teach to common entrance and PSS level. A willingness to help with other activities; sport, music, or drama, would be an added recommendation. Burnham salary scale. Accommodation available for single person.
Please write, quoting two references, to the Headmaster. (54796) 202824

SURREY
PARKSIDE SCHOOL
Stoke d'Abernon, Cobham
Required for September 1984, a qualified graduate able to teach History and Scripture. Applicants should be willing to partake in extra-curricular activities especially on the games' field. Single accommodation available. Salary Burnham Scale I plus Outer London fringe allowance.
Apply with curriculum vitae with the names, telephone numbers and addresses of two referees, to the Headmaster. (65005) 202824

Mathematics

Heads of Department

LONDON
WESTMINSTER CATHEDRAL CHOIR SCHOOL
HEAD OF MATHEMATICS
Requires experienced Mathematician in September to take charge of the subject throughout the school, which will have reached its planned maximum of 30 Choristers and 60 Day Boys. Enormous scope for someone with enthusiasm and energy. Post could be combined with Housemastership with free accommodation.
Please apply in writing with names of three referees to the Headmaster, Westminster Cathedral Choir School, Ambrosden Avenue, London SW1P 1QH. (54914) 203418

SURREY
Senior post in Boys' Day Preparatory School (IAPS) for September 1984 to teach Maths up to P.S.S. standard. Four bedroom cottage in rural surroundings with large garden available; alternatively well equipped bachelor flat. Keen games player preferred. The Mathematics room is equipped with micro computers.
Applications together with c.v. and names and telephone numbers of two referees, to the Headmaster, Hall Grove, Bagshot, Surrey. (65544) 203418

Other Assistants

DORSET
PORT REGIS
Motcombe Park, Shaftesbury, Dorset SP7 9QA
250 co-ed 7 - 14
MATHS teacher required in September with computer skills. 20 BBC micros timetabled all forms.
Young talented staff on 150 acre estate. Private office attached to each classroom. Salary well above Burnham. Married/single accommodation. Fabulous facilities. Applicants should be presentable, enthusiastic, seeking responsibility.
Apply Headmaster. (54503) 203424

HERTFORDSHIRE
YORK HOUSE SCHOOL
Redheath, Croxley Green, Rickmansworth, Herts. WD3 4LW
I.A.P.S. Boys' Day School (240 boys)
Wanted in September: Graduate teacher for Public School Scholarship and Common Entrance Mathematics. Interest in extra curricular activities and ability to take games an advantage. Burnham Scale and Government Superannuation.
Apply with names of two referees and full c.v. to the Headmaster. (65490) 203424

SURREY
Maths and English specialist required for September 1984 to teach 10 and 11 year old boys in an expanding Prep School (330 boys aged 7 - 13). Salary Burnham Scale 1 plus DES Superannuation.
Apply in writing to The Principal, Downsend School, 1 Leatherhead Road, Leatherhead, Surrey. (65536) 203424

Modern Languages

Heads of Department

HAMPSHIRE
HEAD OF FRENCH required in April or September in mixed boarding Prep. School. Single or married accommodation available.
For further details apply Headmaster's Secretary, Highfield School, Liphook, Hants. GU30 7LQ. (54137) 203618

PREP SCHOOLS
continued

Other Assistants

BERKSHIRE

ST. JOHN'S BEAUMONT
Old Windsor, Berks.
(Roman Catholic IAPS Boarding and Day School for boys 7 - 13; mainly preparatory to Stonyhurst College)
Required for September, an experienced and qualified teacher of FRENCH to Common Entrance and Public School Scholarship levels. Ability to teach another subject, especially Latin, would be a great advantage. Candidates must be willing to take an enthusiastic part in the life of a boarding preparatory school. Burnham Scale (Scale 2 for suitable qualifications and experience). Government superannuation. Bachelor accommodation available in the school; living-out allowance considered.
Applications, with curriculum vitae and names, addresses and telephone numbers of two referees, to the Headmaster. (65242) 203624

DORSET

KNIGHTON HOUSE
Blandford, Dorset
Required September 1984 an experienced, qualified teacher to teach FRENCH to Scholarship and Common Entrance standard, in country boarding school for girls 8 - 13. Single accommodation available, though post could be non-resident. Salary not less than Burnham. Possibility of post of administrative responsibility. Could also teach some English, Games and Swimming.
Apply in writing to The Headmaster, Knighton House School. (54770) 203624

KENT

MARLBOROUGH HOUSE
Preparatory School
Hawkhurst TN18 4PY

There will be a vacancy for an enthusiastic and experienced teacher of FRENCH in September, 1984. Interest in coaching GAMES and P.E. an asset. Would you like to teach to Scholarship and Common Entrance levels as a member of a fully qualified staff, amidst delightful surroundings?

Marlborough House prepares pupils for major Public Schools. Salary is based on Burnham and some fringe benefits available.

Applications in writing please to the Headmaster from whom an introduction form should be obtained. (65726) 203624

SURREY

AMESBURY SCHOOL
Hindhead GU26 6BL

Required for September 1984, a qualified French teacher to CEE level in a thriving French department. Ability to help with games and out of school activities an advantage. Good single accommodation available. Salary Burnham Scale I.

Apply with names, addresses and telephone numbers of two referees and CV to the Headmaster. (54217) 203624

KENT

Qualified graduate teacher required in April or September by an I.A.P.S. day school to teach French to boys aged seven to thirteen.

Apply to the Headmaster giving c.v. and the names of two referees. Winchester House School, Hitchen Hatch Lane, Sevenoaks, Kent TN13 3AY. (68709) 203624

SURREY

CHINTHURST SCHOOL
Tadworth

Teacher of French for expanding preparatory school for day boys. Full or part time post considered for September 1984. Responsibility for French to C.E. and P.S.S. levels with opportunity for involvement in extra curricular activities.

Apply in writing, with two referees, to the Headmaster. (54348) 203624

MILLFIELD JUNIOR SCHOOL
EDGARLEY HALL
Glastonbury, Somerset BA6 8LD

Co-educational. 425 pupils aged 7–13½.
Day and Boarding. 60 teachers.
Excellent facilities.

Wanted for September 1984,

A dedicated and enthusiastic teacher of FRENCH and GERMAN (or possibly GERMAN and English) to Scholarship Level for pupils aged 10–13.

Ability to help with extra-curricular activities and games will be an advantage.

A scaled post is available for a suitably qualified candidate.

CV's and names of referees to the Headmaster, from whom further particulars can be obtained. (2976)

THE ORATORY PREPARATORY SCHOOL
Goring Heath Reading Berks

I.A.P.S. Boarding and Day school, 210 children aged 5–13 years
Owing to retirement and promotion, well qualified teachers are required for September 1984.

CLASSICS

Latin and Greek to Common Entrance and Public School scholarship level, age range 9+ to 13+.

GEOGRAPHY

to Common Entrance and Public School scholarship level, age range 9+ to 13+.
Ability to teach some junior French or English an advantage. One of the positions requires the ability to coach major games; rugby, football or cricket.
A definite commitment to boarding school life is required with initiative being shown in involvement with extra-curricular activities.
The positions offer great scope for enthusiastic teachers. Practising Catholics preferred.

Salaries are Burnham Scale. Married or single accommodation is available. Substantial assistance offered for staff children in the school.

Apply with full curriculum vitae and names, address and telephone numbers of two referees to the Headmaster, The Oratory Preparatory School, Goring Heath, Reading, Berks RG8 7SF. Tel: Pangbourne (07357) 4511. (2662)

Music

Heads of Department

PERTHSHIRE

CROFTINLOAN SCHOOL
Pitlochry, Perthshire PH16 5HR

DIRECTOR OF MUSIC

Experienced pianist and string teacher required in September to run the music (orchestral & choral) in co-educational preparatory school.

Apply in writing, giving names, addresses and tel. nos. of two referees to the Headmaster. (54215) 203818

Other Assistants

SURREY

FELTONFLEET SCHOOL
Cobham
A full-time MUSIC teacher is required in September 1984 to assist Director in an expanding and lively Department.
Full details will be sent by post to those making contact by letter or by 'phone. The Headmaster, Feltonfleet School, Cobham, Surrey KT11 1DR (Tel: Cobham 2264). (65547) 203824

Pastoral

Other Assistants

BRIGHTON

ROEDEAN SCHOOL
Brighton

JUNIOR HOUSE

Required for September 1984, a resident Assistant Housemistress for Junior House (9 - 13 years old). Duties will be mainly pastoral, administrative and the organisation of recreational activities. Candidates should be prepared to commit themselves to the aims and timetable of a boarding school community.

A full job description is available from The Housemistress, The Junior House, Roedean School, Brighton BN2 5RQ, to whom applications with curriculum vitae and names of three professional referees should be sent. Salary: Burnham Scale 2. (54211) 204024

Physical Education

Other Assistants

SURREY
Games Master urgently required for September 1984 to coach Rugby, Soccer, Cricket and Hockey. This post is suitable for a person able to offer either Senior Mathematics for boys up to 13, or General Subjects to 9 - 10 year olds. Excellent accommodation available.
Applications together with c.v. and names and telephone numbers of two referees, to the Headmaster, Hall Grove, Bagshot, Surrey. (65545) 204224

TWO YOUNG TEACHERS

required (from September) to teach in Boys' Prep School, as follows:

1. **FRENCH SPEAKING, CATHOLIC, RUGGER-COACHING MUSICIAN** needed to teach:
   a) English to a class of nine year olds;
   b) French in the 10-12 age range.
   This post also entails Coaching of Under 11 Rugby Team, teaching a number of RE Classes and taking over much of the organising of the music (especially Singing) side of our Masses.
2. **YOUNG TEACHER REQUIRED TO TEACH ENGLISH AND GEOGRAPHY** to boys in the middle part of the school (ages 10 to 12 year olds). The post also entails teaching Geography to a class of nine year olds, and assisting with Rugby Religious Education classes.

Mainly young colleagues, great kids, pleasant atmosphere (usually!), reasonable salary.

Applicants must be qualified teachers, though previous teaching experience is not essential.

If you actually possess the skills required and are really interested, please write to the following address:

Tim W. Patton
St. Anthony's School
90 Fitzjohn's Avenue
Hampstead, London NW3

Please include C.V. together with references (both professional and character), and – if possible – a telephone number where you can be contacted. Thanks! (2618)

Science

Other Assistants

ANGUS

SCOTTISH EAST COAST

LATHALLAN SCHOOL
By Montrose, Angus

Required for September 1984 a young teacher of Science to take over an imaginatively run department on retirement of the present occupant. Good scope for one interested in computers. Games, music, activities all welcomed.

Write with CV and names of two referees to: P.D. de Iongh, Headmaster: Lathallan School, By Montrose, Angus DD10 0HN. (50620) 204824

WILTSHIRE

CHAFYN GROVE SCHOOL
Salisbury, Wilts. SP1 1LR
(Tel: 0722-333423)
Scientist required in September 1984 to teach science to PSS and CE standard in well equipped laboratory. Applicants must have qualifications recognised by the DES. Preference will be given to a candidate who can coach cricket, squash or rugby, but this should not deter other well qualified persons from applying. Owing to a promotion to a headship, an opportunity exists for a husband and wife team to become responsible for a girls' boarding house in September.
Salaries are Burnham Scale and the DES Pension Scheme is in operation.
Applications should be made to the Headmaster, including a c.v. and the names of two referees. (65543) 204824

Other than by Subject Classification

Other Assistants

BRIGHTON

BRIGHTON & HOVE HIGH SCHOOL
G.P.D.S.T.
Montpellier Road, Brighton BN1 3AT
Required for September, 1984 qualified teacher, with some years' experience, to take responsibility for a class of 8 to 9 year olds teaching all basic subjects. Special interest and ability in Art and Craft essential since there will be opportunity to teach these subjects to other age-groups.
Please apply in writing (no forms) to the Headmistress giving details of qualifications and experience and the names of two referees, sending s.a.e. if acknowledgement required. (54232) 205624

BRISTOL

THE DOWNS SCHOOL
Wraxall, Nr. Bristol

Tel: Nailsea 852008

(I.A.P.S. 250 pupils)

Required for September 1984 a FORM TEACHER for 7 - 8 year olds. Ability to help with junior games and to participate fully in boarding school life essential. Salary Burnham and D.E.S. Superannuation.

Please apply by letter with curriculum vitae and names and addresses of two referees to the Headmaster. (54902) 205624

BUCKINGHAMSHIRE
A qualified Teacher required for September to take French and English in Middle and Upper School (10+) up to C.E. level. Involvement in extra-curricular activities essential, games, drama and/or other creative pastimes. Further involvement in the pastoral scene, preference given to candidates with experience in an IAPS School. Reference required.
Apply: Headmaster's Secretary, Caldicott, Farnham Royal, Bucks. SL2 3SL. (54994) 205624

CARDIFF

HOWELL'S SCHOOL
Llandaff
in association with G.P.D.S.T.
520 girls 11 - 18; junior department opening September 1984
Required for September, an experienced junior-trained teacher with initiative and enthusiasm to participate in the development of the new Junior Department (girls aged 7 to 11). Please state special skills and particular areas of interest. Burnham Scale 1.
Apply by letter (no forms) to the Headmistress, enclosing curriculum vitae and names and addresses of two referees. (54324) 205624

CLEVELAND

RED HOUSE SCHOOL
(I.A.P.S.)
Teacher required for September and for general subjects in the Prep. School, although some periods may be possible in the Senior School for the right candidate. The person appointed must be able to teach Maths, history and English and, if a man, be prepared to help with rugby etc.
This is an addition to our staff total to cope with rising numbers in School. Salary will be according to Burnham Scale 1 with government superannuation scheme.
Application forms and further details are available from the Secretary at the School. Red House School, 36 The Green, Norton on Tees, Cleveland TS20 1DX. (54514) 205624

ESSEX

DAME BRADBURY'S SCHOOL
Ashdon Road, Saffron Walden, Essex

Tel: SW 22348 (0799)

REQUIRED FOR SEPTEMBER 1984.

Qualified teacher for Kindergarten/Reception class. Burnham Scale 1.

Apply as soon as possible for further details and Application Form from Headmistress. (54347) 205624

GLOUCESTERSHIRE
An experienced first-class teacher of 9 - 11 year olds required for September, 1984. Ability to take P.E. and coach soccer and cricket essential. Scale 2 post for right person. 3-bedroom house (rent and rates free) for married person; flatlet available with free board and lodging during termtime for bachelor.
Applications with curriculum vitae; names, addresses & telephone numbers of two referees, to the Headmaster, Brightlands School, Newnham-on-Severn, Gloucestershire. (65149) 205624

GLOUCESTERSHIRE

WYCLIFFE COLLEGE JUNIOR SCHOOL
Ryeford Hall, Stonehouse, Glos. GL10 2LD
For September, a Teacher of Maths or English and one other subject for a class of 8 to 9 year olds, and to teach a specialised subject further up the school. Help with boys' games or Scouts desirable.
Burnham Scale 1 or 2. Single accommodation available.
Please apply with c.v. and telephone numbers of two referees to the Headmaster. (65194) 205624

HAMPSHIRE

MARSH COURT
Stockbridge

IAPS Boarding and day
130 boys and girls

Required in September 1984 a fully qualified and experienced graduate (perhaps early thirties) to teach History, Geography and Scripture (flexibility available) to boys and girls 7+ to 11+, in this mainly boarding Preparatory School in a superb country setting. This appointment may be combined with that of Deputy Head (advertisement elsewhere). Rugger, soccer, cricket, other games and hobbies looked for and general involvement required in boarding life. Computer skills and experience welcome.

Apply with C.V. and the names of two referees to E.G. Broadbent, Headmaster, Marsh Court School, Stockbridge, Hampshire SO20 6JB. (65519) 205624

HAMPSHIRE

BEDALES JUNIOR SCHOOL
Dunhurst
Required for September 1984 a qualified graduate teacher of English, Maths and General Subjects to teach boys and girls aged between 8 - 13. Dunhurst is a co-educational boarding school and applicants should be prepared to give assistance in the boys boarding house. A Burnham Scale 1 post is available.
Applications to the Headmaster, Dunhurst, Bedales Junior School, Petersfield, Hants. GU32 2DP who will send further details on receipt of a s.a.e. (65585) 205624

HERTFORDSHIRE

LOCHINVER HOUSE SCHOOL
Heath Road, Potters Bar EN6 1LW
I.A.P.S. 300 day boys 8 - 13.
Required for September a full time GENERAL SUBJECTS TEACHER for a class of 8 year-olds. An interest and experience in drama would be an asset. Help with out of school activities essential.
Burnham Scale 1, additional cost of living allowance, Government Superannuation.
Apply to Headmaster with full career details, and the names, addresses and telephone numbers of [illegible] referees. [illegible] 205624

HERTFORDSHIRE

BEECHWOOD PARK SCHOOL
(I.A.P.S. 300 boys)
needs from April 1984 an experienced FORM TEACHER for a class of 20 boys aged 8. Form subjects (not P.E. or Music) essential. An interest in computer assisted learning, 'primary' science and/or in boys' recreation would be welcome. Accommodation available if required. A car for personal use is an advantage.
Salary Burnham Scale 1, plus.
Apply Headmaster, Beechwood Park, Markyate, Nr. St. Albans, Herts. AL3 8AW, with CV and names of two referees. Own and referees telephone numbers if possible please. (65767) 205624

KENT

NEW BEACON SCHOOL
Brittains Lane, Sevenoaks
I.A.P.S.
270 boys, boarding and day
A teacher of general subjects is required for the 9 - 11 year age range for September 1984. Applicants should state their preferred subjects. A willingness to help with extra curricular activities will be an added recommendation.
Burnham salary scale; accommodation available for a single person.
Please write to the Headmaster. (54797) 205624

LEEDS

LEEDS GIRLS' HIGH SCHOOL
(Grammar School Foundation)
Headingley Lane, Leeds LS6 1BN
Tel: Leeds 744000
Required for September 1984 a Class Teacher for 6 - 8 year olds. Salary Burnham Scale 1.
Applications in writing giving details of qualifications and experience and the names, addresses and telephone numbers of two referees should be sent to the Head Mistress as soon as possible. (54992) 205624

LONDON

WIMBLEDON COLLEGE PREPARATORY SCHOOL
33 Edge Hill, Wimbledon, SW19 4NF

Independent R.C. School - Day. 270 Boys

Required September 1984 English (Mostly under 12.), French (Mostly under 13.). Willingness to help with Rugby and Cricket essential. Burnham Scale, Inner London Allowance, Superannuation, Free Meals. (50681) 205624

LONDON

ARNOLD HOUSE SCHOOL
3 Loudoun Road, St. John's Wood, NW8 0LH
Required in April qualified Teacher to be form teacher of small form of 6 year olds in the Junior School of this boys preparatory school. Rare opportunity for hard working and imaginative person with a love of children and a gift for teaching.
Apply with curriculum vitae and the names, addresses and telephone numbers of 2 referees to the Headmaster, Arnold House School, 3 Loudoun Road, St. John's Wood, London NW8 0LH. (54733) 205624

MIDDLESEX

DENMEAD SCHOOL

(IAPS) (180 boys 3 - 13yrs.) has staff vacancies for September 1984 as follows:

(a) Music with General Subjects inc. French, Science and Rugby to 9 - 13 yr. old boys.

(b) Maths with General Subjects inc. French, Science and Rugby to 9 - 11 yr. old boys.

(c) Junior Form subjects 6 - 8 yr. old boys.

Burnham Scale, DES superannuation. Non-resident.

Details from: Headmaster, Denmead School, Hampton, Middlesex TW12 2LP. (65189) 205624

MIDDLESEX

QUAINTON HALL SCHOOL
Hindes Road, Harrow HA1 1RX

IAPS 235 Day boys

Required in September, suitably experienced and qualified teachers for the following posts:

1. Form teacher for a class of 5 - 6 year olds. Willingness to assist in swimming and/or P.E. is essential.

2. Form teacher for a class of 7 - 8 year olds. Sporting or artistic interests would be welcome.

Salary for both posts is Burnham Scale 1 with London Allowance and Government Superannuation.

Please apply in writing to the Headmaster, with the curriculum vitae and the names of two referees. (54330) 205624

OXON

OVERTHORPE HALL
Banbury, Oxon
IAPS Day Preparatory School for Girls
Required for September 1984 a young qualified teacher with some experience, for general subjects (not Mathematics) in the 9 - 10 age range. Ability to teach Biology and/or French would be an advantage.
Burnham Scale 1 and DES Superannuation.
Please apply in writing with CV and the Headmistress [illegible] names of 2 referees [illegible]

PREPARATORY
continued

WEST SUSSEX

PRE-PREPARATORY
West Sussex

GREAT BALLARD SCHOOL
Eartham, Chichester

Required for September Term 1984 a qualified teacher to start a Pre-Preparatory Department (ages 4-6) in this co-educational IAPS school. Burnham Salary.

Applications in writing to the Headmaster. (50625) 205624

WORCESTERSHIRE

WINTERFOLD HOUSE SCHOOL
Chaddesley Corbett, Worcs. DY10 4PL
(IAPS R.C. Preparatory School. 140 boarders and day boys)
Requires for September enthusiastic teacher of French to middle and junior forms OR general subjects to juniors. Willingness to be actively involved with games and extra-curricular activities highly desirable. R.C. an advantage. Single accommodation within school is available. Lovely country situation.
Apply with C.V. and two referees to the Headmaster. (54523) 205624

YORKSHIRE

LEEDS GRAMMAR SCHOOL

JUNIOR SCHOOL

Required for September 1984, a qualified teacher of GEOGRAPHY, PHYSICAL EDUCATION and GENERAL SUBJECTS, to 8, 9 and 10 year-old boys. The successful candidate must have a lively interest in sport and extra-curricular activities.

Applications in writing please, together with curriculum vitae, names, addresses and telephone numbers of two referees should be made to the Headmaster, Leeds Grammar School, Moorland Road, Leeds LS6 1AN. Send sae for further details. (65888) 205624

Colleges of Further Education

Directors and Principals

LIVERPOOL
EDUCATION COMMITTEE

PRINCIPAL Group 6
£21,355 (1983 Burnham)

MABEL FLETCHER TECHNICAL COLLEGE
Sandown Road, Liverpool L15 4JB

This is a readvertisement

Applications are invited from suitably qualified and experienced persons for the above post to commence as soon as possible. The work of the College is in the following areas: Art and Design, Clothing and Creative Studies, Health Studies, Humanities and Social Studies, Music and Drama.

Further details and application forms available from (SAE) and returnable to the Director of Education, Further Education Section, 14 Sir Thomas Street, Liverpool L1 6BJ, Tel: 051-236 5480, Ext. 11 by 2nd March 1984.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (50639) 220016

Heads of Department

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53242) 220018

LONDON BOROUGH OF CROYDON

Appointment of

ASSISTANT PRINCIPAL
(Personnel and Student Affairs)
CROYDON COLLEGE
Salary: £17,277–£18,972 (equivalent to Head of Department 6 plus London Allowance)

Applications are invited for the above post tenable as soon as possible.

Croydon College is a large institution of further and higher education, organised into four faculties serving the needs of both Croydon and the region. It offers a broad range of educational opportunities for trades and professions in industry and commerce, developing courses ranging from day release for young apprentices to professional and postgraduate studies.

The Assistant Principal (Personnel and Student Affairs) will be accountable to the Principal for the provision of comprehensive personnel services in dismissal of staff, for advising on terms and conditions of service and for the oversight and supervision of students and student affairs.

Candidates for this post should have substantial experience in further and higher education. Experience at senior management level would be an advantage.

Aplication forms and further details are obtainable from The Director of Education (TAS), Education Department, Taberner House, Park Lane, Croydon. Tel: 01-686 4433, Ext. 2376. Applications should be returned by 2nd March, 1984.

Candidates are also invited to contact the Principal of the College, Mr P. Phillips, on 01-688 9271 for further details and a discussion with regard to the nature and extent of the post. (2962)

FIFE REGIONAL COUNCIL

EDUCATION COMMITTEE

Re-Advertisement

KIRKALDY COLLEGE OF TECHNOLOGY

PRINCIPAL

[illegible]

KINGSTON COLLEGE OF FURTHER EDUCATION

Principal
(GROUP 7)

Applications are invited from persons with appropriate qualifications and experience at a senior level in Further Education for the Post of Principal of the Kingston College of Further Education, which falls vacant on 1st May, 1984. Application forms and further details may be obtained from:

The Clerk to the Governors, Kingston College of Further Education, Kingston Hall Road, Kingston-Upon-Thames KT1 2AQ
(telephone no. 01 546 2151)

Completed applications must be returned by 2nd March, 1984.

ROYAL BOROUGH OF KINGSTON UPON THAMES
(2816)

Education Department

DIRECTOR

COLCHESTER INSTITUTE

Applications are invited for this post which becomes vacant on 1st January 1985 on the retirement of the present Director. The Institute is placed in Group 8 of the Burnham F.E. Scales of Salaries.

Application forms and further particulars are available from County Education Officer (F.E.), PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. (Tel: 0245 267222, Ext 2880).
Closing date: 5th March, 1984. (2909)

ESSEX County Council

BOURNEMOUTH AND POOLE COLLEGE OF ART & DESIGN
(Group 4)

PRINCIPAL

(Salary range £18,141–£19,269)
Required for 1st September, 1984.

The College has 550 full-time students — it offers four DATEC Higher Diploma and five DATEC Diploma courses plus a Foundation course and has just moved into new purpose built premises.

Application forms and further particulars are available from: The County Education Officer, County Hall, Dorchester, Dorset DT1 1XJ.
Closing date: 2nd March, 1984. (2791)

DORSET County Council

STAFFORDSHIRE EDUCATION COMMITTEE

Burton upon Trent Technical College

PRINCIPAL
GROUP 6(b) – £21,113

Applications are invited for the above post which will become vacant on 1st September, 1984.

Application forms (returnable within 14 days of the appearance of this advertisement) and further particulars are available from:- The Chief Education Officer, Further Education Section, Education Offices, Tipping Street, Stafford ST16 2DH, telephone Stafford 3121 Ext. 5624.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (2866)

Staffordshire County Council

LONDON BOROUGH OF MERTON

HEAD OF DEPARTMENT
GRADE IV

BUSINESS STUDIES AND MANAGEMENT

This vacant post to be filled as soon as possible.

Further details and application form from the: Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to whom completed applications to be returned within two weeks.

R. Davies, B.A.,
Director of Education and Clerk to the Governors.
(2866)

Lothian Regional Council

ESK VALLEY COLLEGE
HEAD OF DEPARTMENT OF CATERING AND PERSONAL SERVICES
Salary: £13,566
This newly-created department will initially absorb the Catering and Hairdressing Sections in the College but there is considerable further potential in related fields of work.
Applicants should be appropriately qualified and should currently hold a senior post in Further Education. Applicants must have the necessary drive and enthusiasm to produce an initial identity in the new department and to initiate further innovation and growth.
Application forms and further particulars from: The Principal, Esk Valley College, Newbattle Road, Dalkeith EH22 3AE. Tel: 663 1951.

STEVENSON COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER III/DEPUTE HEAD OF DEPARTMENT
Salary on Scale: £12,228–£13,572
Required in the Department of Science and Mathematics.
Applicants should hold an Honours degree or equivalent qualification and have industrial/commercial experience. Sound teaching experience in Further Education and proven ability to administrate is essential.

SENIOR LECTURER I in SECRETARIAL STUDIES
Salary on Scale: £8,313–£11,325
Required in the Department of Secretarial Studies.
Applicants must have substantial relevant teaching experience in Further Education, good commercial/industrial experience and be teacher trained. A thorough knowledge of Word Processing and Related Information Technology is essential.
Application forms and further particulars from: The Principal, Stevenson College of Further Education, Bankhead Avenue, Edinburgh EH11 4DE. Tel: 031-453 6161. (2908)

COUNTY OF AVON EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Principal, F. J. Hawley, MSc

Department of Construction & Land Administration

HEAD OF DEPARTMENT GRADE V

Mr J. F. Small, who has been Head of this large Department since 1976, is to retire at the end of the present academic year. Applications are invited for this important appointment.

Further details and application forms (to be returned by 2nd March 1984) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting Reference 84/6. (2968)

LONDON BOROUGH OF MERTON

HEAD OF DEPARTMENT
GRADE IV

GENERAL EDUCATION AND SCIENCE

This vacant post to be filled as soon as possible.

Further details and application form from the: Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to whom completed applications to be returned within two weeks.

R. Davies, B.A.,
Director of Education and Clerk to the Governors.

COLLEGES OF FURTHER EDUCATION
continued

LINCOLNSHIRE

LINCOLNSHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE

HEAD OF BUSINESS STUDIES DEPARTMENT

£10,485 - £11,796

Applicants should hold a recognised Degree or Diploma in either Business Studies or Agriculture, or similar qualifications; a teaching qualification is desirable.

The person appointed will be responsible for the direction of all courses in Business Studies and Farm Secretarial Work and for the development of new programmes.

Application forms and further particulars are available from the Principal, Lincolnshire College of Agriculture and Horticulture, Caythorpe Court, Caythorpe, Grantham, Lincolnshire NG32 3EP (Tel: Loveden (0400) 72521). (50689) 220026

Other Appointments

AVON COUNTY

EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Principal: F.J. Hawley, M.Sc.
DEPARTMENT OF ELECTRICAL & ELECTRONIC ENGINEERING
TEMPORARY LECTURER GRADE I
is required to teach Electronic Principles (including the Mathematics allied with this subject) and Practical Electronics up to BTEC Certificate Level III.

The post will be for 1 year from the date of commencement, which should be preferably as soon as possible, but not later than April 1984.

Previous teaching experience, or a natural aptitude for teaching is essential, as are appropriate qualifications.

Further details and application forms (to be returned by 2 March 1984) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting Reference 84/7. (65197) 220026

BIRMINGHAM

EDUCATION DEPARTMENT

SUTTON COLDFIELD COLLEGE OF FURTHER EDUCATION

HEALTH AND COMMUNITY STUDIES DEPARTMENT

Applications are invited for the post of Lecturer Grade I in Health related subjects for 1 May 1984 to teach mainly on the NNEB courses at the College. The possession of a Health Visitor's Certificate would be highly desirable and a teaching certificate and/or teaching experience would be a difinite advantage.

Further particulars and application forms are obtainable from the Principal, Sutton Coldfield College of Further Education, Lichfield Road, Sutton Coldfield, West Midlands B74 2NW, Tel: 021-355 5671. (50665) 220026

CHESHIRE

EDUCATION COMMITTEE
NORTH CHESHIRE COLLEGE
DEPARTMENT OF SOCIAL WORK AND GENERAL STUDIES
Available from 1st May, 1984 or as soon as possible thereafter.
SENIOR LECTURER IN SOCIAL STUDIES to take overall responsibility for the full-time courses in the Department. A qualification in the field of Special Education would be an advantage.
Further details and application form available from (SAE please) Principal Administrative Officer, North Cheshire College, Padgate Campus, Fearnhead, Warrington WA2 0DB. Closing date: 2nd March, 1984. (54731) 220026

DEVON

EAST DEVON COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I, GENERAL EDUCATION

Required for 1st May 1984.

Lecturer I in General Education subjects, including numeracy and literacy, to take responsibility for the Pre-Service course. It is expected that the person appointed will have had considerable service in the armed forces and/or police force, as well as having graduate qualifications and teaching experience. A person of vigour and drive with an interest in outdoor pursuits is required.

Applications by letter giving details of qualifications, experience and the names of two referees to the Vice-Principal, East Devon College of Further Education, Bolham Road, Tiverton, Devon, within 10 days of the appearance of this notice. (54335) 220026

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

MELTON MOWBRAY COLLEGE OF FURTHER EDUCATION
Asfordby Road, Melton Mowbray, Leics. LE13 0HJ

LECTURER I - COMPUTER STUDIES/DATA PROCESSING

Applications are invited for this post which involves working in co-operation with other staff in the Computing Section on a range of courses across all Departments within the College.

Candidates should have appropriate qualifications and preferably industrial/commercial experience, in Computing and Data Processing.

Application forms and further details may be obtained from the Principal, closing date: 14 days from the appearance of this advertisement. (50688) 220026

LONDON

PITMAN CENTRAL COLLEGE

WANTED AS SOON AS POSSIBLE Well-qualified and experienced staff for the following posts:

ASSISTANT PRINCIPAL. For Secretarial curriculum development and Courses Administration.

TEACHERS OF OFFICE SKILLS (inc Shorthand).

For basic and advanced Secretarial courses.

SECRETARY TEACHER. With special interest in word processing or computing to assist in the colleges Office Technology Centre.

Please telephone 01-837 4481 for further details or write to: The Principal, School of Business and Secretarial Education, Pitman Central College, 154 Southampton Row, London WC1B 5AX. (54228) 220026

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award. LECTURER GRADE I (and part-time pro rata). On an incremental scale within the range of £5,649-£9,735 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,215-£11,568. Subject to formal approval. For all posts, unless stated otherwise, there is an Inner London Allowance of £939. ILEA is an equal opportunities employer.

LONDON COLLEGE OF FASHION
20 John Princes Street, W1
Department of General Studies
LECTURER I in APPLIED COMMUNICATION AND CULTURAL STUDIES
Applications are invited from suitably qualified candidates for the above post. The successful candidate will be required to teach courses across the College including Diploma courses in Hairdressing and Beauty Therapy, Clothing Technology and Fashion Design.
Further details and application form, returnable within 14 days from the appearance of this advertisement, from the Senior Administrative Officer, London College of Fashion, 9/12 Barrett Street, W1.

LONDON COLLEGE OF FURNITURE
41/71 Commercial Road, E1 1LA
Tel: 01-247 1953
LECTURER I in STRINGED KEYBOARD INSTRUMENT DESIGN AND CONSTRUCTION
Applications are invited for the post of Lecturer I in Musical Instrument Technology. The successful applicant will be expected to teach stringed keyboard instrument design and construction to students on the BTEC Diploma and Higher Diploma courses in Musical Instrument Technology.

LECTURER II in MUSICAL ELECTRONICS
Applications are invited for the post of Lecturer II in Musical Instrument Technology. The successful applicant will be expected to teach Musical Electronics to students on the BTEC Diploma and Higher Diploma Courses in Musical Instrument Technology.

LECTURER II in MUSICAL ACOUSTICS AND ELECTRO ACOUSTICS
Applications are invited for the post of Lecturer II in Musical Instrument Technology. The successful applicant will be expected to teach Musical Acoustics and Electro Acoustics to students on the BTEC Diploma and Higher Diploma Courses in Musical Instrument Technology.

Department of Furnishing and Interior Design
LECTURER I in UPHOLSTERY
Required to teach theory, craft and industrial practice in courses at various levels. Industrial experience is required in both modern and traditional upholstery, preferably with a knowledge of textiles, floor coverings or soft furnishings as well. Teaching experience is desirable but not essential.

Further details and an application form for all the above posts may be obtained from the Senior Administrative Officer at the College.

SOUTH THAMES COLLEGE
Wandsworth High Street, SW18 2PP
Department of General Studies
ACTING LECTURER II
Post Ref: GS/5-84
Required immediately until 31 August, 1984, to teach on and co-ordinate the administration and communication-studies components of the City & Guilds 236 course.
Applications returnable by 24 February.
Department of Science & Mathematics
TEMPORARY LECTURER II
Post Ref: SM/2-84
Applications are invited for the above post. In addition to teaching, the successful applicant will act as Senior Tutor to the full-time, GCE O level students and will assist with the interviewing and induction of potential students for the full-time O level courses in the Department for the next session. This appointment will terminate on 31 August 1984.
Applications returnable by 2 March.
Application forms and further details for both posts obtainable from the Principal's Secretary. Please quote reference number and enclose stamped addressed envelope.

VAUXHALL COLLEGE OF BUILDING & FURTHER EDUCATION
Belmore Street, Wandsworth Road, SW8 2JY
Tel: 01-928 4611
Department of Building Crafts
1) LECTURER II – SECTION HEAD IN GLAZING
Required as soon as possible. Applications are invited from suitably qualified, first class glaziers who can offer a wide range of experience in the glazing industry. Candidates should be capable of developing full-time, block release, part-time day and specialist short courses to meet the requirements of industry and preferably be teacher trained.

2) LECTURER II – PLUMBING & WELDING – MECHANICAL SERVICES
Applications are invited from suitably qualified plumber/welders who have extensive experience in all aspects of the plumbing industry with special emphasis on first class welding skills. A teaching qualification would be desirable.

Application forms and further details for both posts may be obtained from the Deputy Senior Administrative Officer (Extension 7357).
Completed application forms must be returned by no later than 2 March, 1984.

WOOLWICH COLLEGE
Villas Road, SE18 7PN
Department of Commerce and Business Studies
LECTURER I
Required as soon as possible to act as Course Tutor to YTS trainees in clerical/distributive schemes. Applicants should be qualified in Distribution or Business or Secretarial Studies and should be sympathetic to the needs of the young unemployed. Application forms and fuller details may be obtained from the Senior Administrative Officer at the college. (Tel: 01-855 1216).

(2983)

Waltham Forest College

Principal Lecturer in Computing

The post of Principal Lecturer responsible for the leadership and development of the Computer Unit is tenable from 30th April, 1984.

Salary – £13,164–£16,389 per annum inclusive.

Application forms and further details available from the College Personnel Services Officer, Waltham Forest College, Forest Road, Walthamstow, London E17 4JB. Tel: 01-527 2311, Ext. 259.

Closing date 14 days from appearance of advertisement.

(2970)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

BOLTON

BOLTON METROPOLITAN COLLEGE

FACULTY OF ARTS AND SCIENCES

DEPARTMENT OF ART & DESIGN VISUAL COMMUNICATION SECTION

LECTURER II IN AUDIO VISUAL COMMUNICATION (RE-ADVERTISEMENT)

Required to teach Audio Visual/graphic design elements of Datec Diploma and Datec Higher Diploma in Graphic Design and to contribute to the teaching of general graphic design.

A graphic design background with experience and ability in animation, slide graphics and/or film/video production, together with an up-to-date knowledge of technical and professional aspects of A.V., is essential.

Further details and application form available from The Chief Administrative Officer, Bolton Metropolitan College, Manchester Road Centre, Bolton BL2 1ER, Tel: 0204 31411.

To be returned within two weeks of the appearance of this advertisement.

Previous applicants will be reconsidered. (54719) 220026

DYFED

EDUCATION COMMITTEE
CARMARTHEN TECHNICAL AND AGRICULTURAL COLLEGE
DEPARTMENT OF APPLIED SCIENCE
LECTURER II
Salary Scale: £7,215 to £11,568 p.a.
Applications are invited for the post of Lecturer II in SYSTEMS ANALYSIS/COMPUTING to teach these subjects to a range of classes.
The person appointed will be involved primarily in the development of computing/systems analysis courses for employees of a major international company, but will also be expected to assist with staff development within the college to advise on the use of computing within a range of disciplines.
Qualifications: a wide experience of computing in industry and commerce is expected together with an appropriate academic or professional qualification.
Application forms and further details are obtainable from the Principal, Carmarthen Technical and Agricultural College, Pibwrlwyd, Carmarthen, Dyfed SA31 2NH. Tel: 0267 234151.
Closing date for receipt of applications, 2 MARCH, 1984.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen. (50668) 220026

NORTH YORKSHIRE COUNTY COUNCIL
HARROGATE COLLEGE OF ARTS
Victoria Avenue Harrogate HG1 1EL
Tel: Harrogate 62446
Principal: G. R. Estell

LECTURER GRADE II in the Department of Art and Design

Applications are invited from suitably qualified applicants for the post of Lecturer Garde II in Interactive Computing to assume responsibility for a new course based on Computer Technology in Art and Design and to teach and advise on computing on other Art and Design Courses.

The post will be available from 1st September 1984.

Application forms and further particulars may be obtained from the Principal, to whom completed application forms should be returned within three weeks of the appearance of this advertisement.

The Principal,
Harrogate College of Arts
Victoria Avenue
Harrogate HG1 1EL

(2861)

CHESHIRE
EDUCATION COMMITTEE

CHESTER COLLEGE OF FURTHER EDUCATION
Eaton Road, Handbridge, Chester

(Tel: Chester 677677)

CATERING UNIT

Required as soon as possible:-

LECTURER I IN FOOD PRODUCTION

Responsible for teaching food production to C & G 706/1 and 706/2 levels to full-time and part-time students. Good trade experience is essential.

LECTURER I IN FOOD SERVICE

To teach basic and advanced food service to C & G 707/1 and 707/2. Alcoholic Beverages (C & G 717/5) and other subjects an advantage.

Application forms may be obtained from the Principal on receipt of a stamped, addressed, foolscap envelope to be returned by 27th February. (61392) 220026

HERTFORDSHIRE

NORTH HERTS COLLEGE
DEPARTMENT OF TECHNOLOGY
SENIOR LECTURER required for 1st September 1984. Salary scale: £10,683 - £13,443.
Applications are invited from suitably qualified and experienced persons to teach a broad range of Technical and Scientific subjects. The appointee will be expected to assist the Head in the organisation and administration of his Department.
Application form and further details may be obtained (S.A.E. please) from Mrs. M. Lawrence, North Herts College, Broadway, Letchworth, Herts. SG6 3PB. (65950) 220026

Hampshire
FARNBOROUGH COLLEGE OF TECHNOLOGY

SENIOR LECTURER IN COMPUTING AND MATHEMATICS

To teach up to HNC/HND level in Computing and Mathematics. Graduate qualifications or equivalent required, with good teaching and commercial/industrial experience. A Mathematical background would be of great advantage.

Further details from:
The Staffing Officer
Farnborough College of Technology
Boundary Road, Farnborough
Hants GU14 6SB
(SAE please)
Closing date: 7th March, 1984.

(2901)

Tayside Regional Council

FURTHER EDUCATION
KINGSWAY TECHNICAL COLLEGE
Old Glamis Road, Dundee

Applications are invited from suitably qualified and experienced persons for the following post.

TEMPORARY LECTURER B IN OPEN LEARNING SYSTEMS

Salary scale: £7,644–£10,413

Applicants should have sound knowledge and experience of Open Learning Systems and Methods and be suitably qualified in a recognised discipline.

Application forms and further details may be obtained from the Principal at the above address to whom completed applications should be returned by Friday, 2nd March, 1984.

JORDANHILL COLLEGE OF EDUCATION

LECTURER IN THE DEPARTMENT OF YOUTH AND COMMUNITY WORK

The Governors invite applications from suitably qualified applicants for the above post. The successful candidate will be required to contribute to the general work of the department, and develop expertise in at least one specialist area e.g. community development/adult education. Candidates should hold a professional qualification in Community Education, together with appropriate full-time experience.

The appointment will be from 1st May 1984, or such other date as may be mutually agreed.

The salary scale is £8,313 to £13,125 with 13 points, and increments of approximately £330. The point at which the successful applicant will be placed on the scale will be determined in relation to his/her salary at the time of appointment.

Further particulars and forms of application may be obtained from the:
Principal, Jordanhill College of Education
Southbrae Drive
GLASGOW G13 1PP

Completed forms should be returned not later than Monday 5th March 1984.

(2899)

COLLEGES OF FURTHER EDUCATION
continued

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES

KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road,
Kingston upon Thames
KT1 2AQ

POST NO. T/80/10/04

College Counsellor (Lecturer II) required for September 1984. Candidates should have appropriate qualifications and experience and be able to undertake a limited teaching programme in their own discipline.

Salary Scale: £7,215 - £11,568 p.a. + £645 p.a. London Weighting.

POST NO. T/55/50/36

Lecturer I in Communications and Life Skills to teach mainly on YTS and BTEC General level courses required for September 1984. Applicants should be graduates with commercial experience and should possess a recognised teaching qualification.

Salary Scale: £5,649 - £9,735 p.a. + £645 p.a. London Weighting.

POST NO. T/55/50/38

Lecturer II in Information Technology, with particular responsibility for advising the Head of Department on the information technology component of office skills courses and for running specialist courses within that area required for September 1984. Applicants should be qualified teachers with recent experience of modern office systems and of teaching relevant subjects.

Salary Scale: £7,215 - £11,568 p.a. + £645 London Weighting.

For full particulars and an application form please apply to the Principal quoting the relevant post number and enclosing a stamped addressed envelope. Completed forms should be returned within two weeks of the appearance of this advertisement. (54793) 220026

HILLINGDON
LONDON BOROUGH OF HILLINGDON

UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex

Applications are invited for the following appointments, with effect from the 1st September 1984.

SECRETARIAL STUDIES DEPARTMENT.

SENIOR LECTURER IN SECRETARIAL STUDIES. Applicants should be well qualified to teach a wide range of subjects at varying levels and have good commerical and administrative experience.

SCIENCE & GENERAL STUDIES DEPARTMENT.

LECTURER (Grade 11) in PHYSICAL EDUCATION. To take over and develop existing physical and health education programme. Applicants should, preferably, have experience of Sports Hall Management.

LECTURER (Grade 1) in PHYSICAL EDUCATION. To assist in physical and health education programmes and to be responsible for the women's sections of the programmes.

LECTURER (Grade 1) in ENGLISH with ability to teach on a wide variety of courses including Secretarial, Engineering and Business Studies. Preferably teacher trained graduate with industrial background and experience.

Salary Scales: Senior Lecturer £10,683 to £12,552 per annum.

Lecturer Grade II £7,215 to £11,568 per annum.

Lecturer Grade 1 £5,649 to £9,735 per annum, the starting point depending on qualifications, teaching and industrial experience.

Outer London Allowance of £645 p.a. payable.

Application forms and further particulars from the Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ, returnable within fourteen days of this advertisement.

Outer London Allowance Payable. (65188) 220026

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE

EDUCATION COMMITTEE

NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue,
Willington Square,
Wallsend, Tyne and Wear
NE28 9NJ

Principal: Mr. J.W.H. Brown, B.Ed., F.C.I.S., M.F.B., M.I.T.O., A.M.B.I.M.

Required as soon as possible.

1. LECTURER I in SECRETARIAL STUDIES. Appropriate teaching qualifications and varied business experience, together with experience in teaching in Further Education if possible. An interest in modern technology and YTS work an advantage, together with the ability to offer other Business Studies subjects to examination standards.

Required for 1st September 1984.

2. LECTURER I in ENGLISH AND COMMUNICATIONS with appropriate academic qualifications and experience preferably in Further Education to join an established team teaching vocational and non-vocational English Language, Communication, Drama, English Literature and People and Communications up to G.C.E. 'A' and B/TEC National levels.

3. LECTURER I in MATHEMATICS, STATISTICS and COMPUTING (2 posts).

4. LECTURER I in CHEMISTRY and GENERAL SCIENCE

Applications are invited from graduates with suitable qualifications and experience in teaching, industry or business for the above posts.

Application forms and further details are available on receipt of a s.a.e. from the Principal to whom they should be returned within two weeks of the appearance of this advertisement. (54301) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL

An Equal Opportunities Employer

CLARENDON COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts which are tenable with effect from 1st May, 1984.

LECTURER

Grade II £7,215 - £11,568

ENGLISH AND COMMUNICATIONS

To assist in the organisation/administration of a large section responsible for the teaching of English throughout the College, including GCE 'A' Level Communications and English Literature and serving courses in other departments. Applicants must be graduates and hold a teaching qualification. Experience in Further Education is essential.

LECTURER

Grade II £7,215 - £11,568

HOTEL AND CATERING MANAGEMENT STUDIES

Applicants should be graduates or be professionally qualified in Hotel and Catering subjects. Teaching experience is desirable and relevent industrial experience essential.

LECTURER

Grade 1 £5,649 - £9,735

ENGLISH AND COMMUNICATIONS

to teach English and Communications throughout the College, including GCE 'A' Level Communications and English Literature, BEC and Craft English. Some experience in teaching EFL would be advantageous.

Entry point on the above salary scales according to qualifications and experience.

Application forms and further particulars for the above three posts are obtainable from the Principal, Pelham Avenue, Nottingham NG5 1AL, Tel: (0602) 607201. Closing date 29th February, 1984. (54220) 220026

STAFFORDSHIRE

EDUCATION COMMITTEE
TAMWORTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF GENERAL STUDIES
Applications are invited for the following post to commence 30th April, 1984 or as soon as possible thereafter.
LECTURER GRADE I IN GENERAL STUDIES
to teach General Studies to GCE 'O' and 'A' level, and General and Communications Studies to Engineering and Business Studies classes (including B/TEC courses). Also Catering, Hairdressing Courses and TYS Courses.
£5,649 to £9,735 per annum.
Application forms and further particulars may be obtained from the Principal, Tamworth College of Further Education, Croft Street, Upper Gungate, Tamworth, Staffordshire B79 8AE to whom completed applications should be returned by 27th February, 1984.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate trade union. (54221) 220026

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF SCIENCE & TECHNOLOGY
Applications are invited for the post of LECTURER II with responsibility for BTEC Computer Courses. Candidates should possess a degree or other equivalent qualification in Computing, and have practical experience of the use of computers in industrial/business situations. A teaching qualification is desirable.
Salary Scale: £7,215 - £11,568.
Duties to commence as soon as possible.
Application forms and further information available upon receipt of a stamped, addressed envelope from the Principal, Monkwearmouth College of Further Education, Swan Street, Sunderland SR5 1EB.
Closing date: Friday 2nd March, 1984. (54206) 220026

WATFORD

WATFORD COLLEGE
Hempstead Road, Watford
ENGINEERING DEPARTMENT
Applications are invited for the following posts:-
LECTURER GRADE I in ELECTRONICS SERVICING to teach Electronics and associated subjects, mainly to students on the City & Guilds 224 Electronics Servicing Course.
LECTURER GRADE I in ELECTRONIC ENGINEERING to teach subjects from Electronics, Digital Techniques, Microprocessor Applications and Control Engineering largely on TEC Certificate, Diploma, Higher Certificate and CEI Part 2 Courses.
Salary in accordance with Burnham Scale for Lecturers Grade I: £5,649 - £9,735 p.a. plus £258 p.a. Fringe allowance. Assistance may be given towards household removal expenses.
Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts. WD1 3EZ. (Tel: Watford 41211, Ext. 56). (54734) 220026

ARE YOU AN EXPERIENCED G.C.E. TEACHER?

ARE YOU IN CONTACT WITH THE HEADS OF SCHOOLS?

We are looking for qualified teachers who would enjoy visiting schools and discussing us with the heads of the sixth form department and the head of the school. Who are we? We are one of the leading Independent Sixth Form Colleges in the U.K. and we specialise in 'A' level 1 year courses and 1 term 'A' level retakes. If your are genuinely interested please write giving details of your educational background and teaching experience, the names of the schools with which you are in contact, the areas of the U.K. you want to cover and whether you want to be part-time or full-time.

Box No. TES 00119, Priory House, St. John's Lane, EC1M 4BX. (61365) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL

An Equal Opportunities Employer

ARNOLD AND CARLTON COLLEGE OF FURTHER EDUCATION

LECTURER GRADE II
£7,215 - £11,568

ELECTRICAL SECTION

HEAD

Required for 1st May, 1984, in the Department of Engineering and Mining. Applications are invited from Graduates and/or Chartered Engineers for the above post which is responsible to the Head of Department for the development and administration of the Electrical Section. The department offers a wide range of craft, technician and specialist courses at certificate and diploma level, as well as retraining courses for local industries. The further development of courses based upon Microprocessor Control Systems is a most important function of the post. Teaching experience is not essential for candidates with a proven ability in industry.

Entry point on the salary scale according to qualifications and experience.

Application forms and further details are available from the Principal of the College, Digby Avenue, Mapperley, Nottingham NG3 6DR, Tel: Nottingham (0602) 876503. Closing date: 2nd March 1984. (65496) 220026

SALFORD

CITY OF SALFORD
WORSLEY COLLEGE OF FURTHER EDUCATION
Walkden Road, Worsley M28 4QD
Required on 1st May, 1984, or as soon as possible thereafter, a LECTURER I to teach Hairdressing Science, Physical Science and General Science to Hairdressing, Beauty Therapy, Pre-Nursing students and others.
Application forms and further particulars available from the Principal, to whom they should be returned within 14 days after the appearance of this advertisement. (54726) 220026

WOLVERHAMPTON

LONDON BOROUGH OF WOLVERHAMPTON

BILSTON COLLEGE OF FURTHER EDUCATION
Westfield Road, Bilston, West Midlands

Tel: Bilston 42871

Principal: J. Inch B.A.(Hons.) F.G.S., F.R.G.S.

DEPARTMENT OF BUSINESS AND SCIENTIFIC STUDIES

Lecturer II in Physics required to teach on 'A' Level and TEC courses. Ability to offer Computing and Microelectronics would be an advantage.

Salary Scale: Lecturer II £7,215 - £11,568.

Application forms and further particulars available from the Principal, to whom completed application forms should be returned by the 3rd March.

Wolverhampton is an equal opportunities employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (54328) 220026

WEST SUSSEX

CHICHESTER COLLEGE OF TECHNOLOGY
Westgate Fields, Chichester PO19 1SB
LECTURER I in Physics required April 1984. Successful applicant will be required to teach up to GCE 'A' level Physics, and to teach another subject in Department of Science/Mathematics would be advantage.
Form and details from Principal, s.a.e. please. (54978) 220026

DURHAM COUNTY COUNCIL
NEW COLLEGE DURHAM

Principal: Leonard G. Bewsher
Acad DipEd (London), BSc (Econ), MA, FRSA

Applications are invited from suitably qualified persons for the following teaching post, duties to commence as soon as possible.

Faculty of Technology
School of Construction

LECTURER I – CONSTRUCTION WORKS AND HIGHWAYS

Re-Advertisement

(Previous applicants will be re-considered)

Lecturer to teach both practical and associated subjects on part-time Works & Highways, General Construction Operatives, block release course and also some general building courses.

Applicants should be suitably qualified and have had relevant industrial experience.

Applicants should possess CGLI Advanced Craft Certificate 614, Works & Highways, preferably with CGLI No. 623 Certificate in Supplementary Studies. Considerable experience in the construction of roads, footpaths, drainage and ancillary works is necessary. Teacher training or teaching experience is desirable.

Further details and application forms, returnable by Friday, 2nd March, 1984 may be obtained from The Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES on receipt of a stamped addressed foolscap envelope.

(2877)

MANCHESTER

CITY OF MANCHESTER
EDUCATION COMMITTEE
Part-time Lecturers in Computer Literacy and Information Technology. Required during the day at Central Manchester College. To teach Computer Literacy to trainees on Youth Training Schemes and to Craft Apprentices. A well equipped laboratory is available with sufficient hardware for all trainees.
Application form and details from Mr D.M.D. McMillan, Head of Department, Central Manchester College, Centre of Building, Lower Hardman Street, Manchester M3 3ER Tel: 061-831 7091, Ext. 47. (54726) 220026

SHROPSHIRE

TELFORD COLLEGE OF ARTS AND TECHNOLOGY

LECTURER 1

Required for electrical and electronics work in B/TEC and C & G Courses.

Applicants should be familiar with modern technology and it's applications.

Salary £5,649 - £9,735 (Starting point related to qualifications and relevant teaching and industrial experience).

Application forms and further particulars available from The Principal, Telford College of Arts and Technology, Haybridge Road, Wellington, Shropshire TF1 2NP upon receipt of SAE. (54764) 220026

UNIVERSITY OF LONDON
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
SCHOOL EXAMINATIONS DEPARTMENT

APPOINTMENT OF HEAD OF RESEARCH SECTION

Applications are invited from graduates, preferably with degree level qualifications in educational research and measurement and with previous experience in research in the context of GCE examinations for the above post.

Duties will include the management of the Research Section (7+ staff), the initiation, supervision and carrying out of research investigations and preparation of reports, mainly in the field of GCE examinations and the new 16+ examination system, and preparing and presenting papers at meetings inside and outside the School Examinations Department.

Appointment will be within Grade III of the National Structure for University Administrative Staff; salary on appointment will be at a point on the scale £13,515 to £16,925 per annum plus £1,186 London Allowance. Six weeks holiday plus public holidays and privilege days; membership of the Universities Superannuation Scheme.

Further particulars, together with information concerning applications, may be obtained from the Assistant Personnel Officer (SED), Stewart House, 32 Russell Square, London WC1B 5DN. Telephone 01-636 8000 ext 4554.

Closing date: 16th March, 1984.

(2890)

Education Development Scheme

A number of Study Awards are to be offered by the Overseas Development Administration to enable candidates to enhance their qualifications by study or research and to widen their expertise to fit them for further employment within the Aid Programme or within related activities.

Applicants must be British Citizens below the age of 45 with a minimum of 5 years overseas experience in an aspect of education and should hold a degree and a professional teaching qualification.

Awards which are made for a minimum of six months to two years cover fees and provide an allowance towards living costs, books and stationery. The amount is determined by the circumstances of the candidate.

Closing date for applications is 16th March, 1984.

Further details and applications forms can be obtained from:

Overseas Development Administration,
Room AH358 T, Abercrombie House,
Eaglesham Road, East Kilbride, Glasgow G75 8EA.

Please quote Reference AH 358/J.

ODA
OVERSEAS DEVELOPMENT
BRITAIN HELPING NATIONS TO HELP THEMSELVES

Colleges of Higher Education

Heads of Department

AVON COUNTY
BATH COLLEGE OF HIGHER EDUCATION
(Incorporating BATH ACADEMY OF ART)

Following the merger of the above two colleges the Governors are now restructuring the college into three Faculties and applications are invited for three new posts as HEAD of FACULTY (Burnham Grade VI).

Post A Faculty of ART and MUSIC.

Post B Faculty of EDUCATION.

Post C Faculty of HOME ECONOMICS, SCIENCE and HUMANITIES.

Further details may be obtained from the Director, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN, to whom applications (no forms) should be returned by 2nd March 1984. (50629) 340016

Other Appointments

CHESTER

CHESTER COLLLEGE OF HIGHER EDUCATION

LECTURER II/SENIOR LECTURER IN LANGUAGE AND READING

Applications are invited for the above post available from 1st September, 1984. A first degree, a further qualification in Language and Reading, and recent school teaching experience are essential. The appointment would involve lecturing on B.Ed Primary Language courses and the In-service Diploma in Reading.

Further details and application form from: The Principal, Chester College of Higher Education, Cheyney Road, Chester CH1 4BJ, to whom applications should be returned by 9th March, 1984. (65299) 340026

Adult Education

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

LEICESTER COLLEGE OF ADULT EDUCATION
Wellington Street, Leicester

FULL-TIME TEACHER OF POTTERY required from 1st September, 1984, to take responsibility for the pottery studio; to organise and administer, with the assistance of part-time teachers, day and evening courses for adults.

Applicants must be qualified teachers. Successful teaching experience in Adult Education pottery courses essential.

SALARY: Burnham F.E. Lecturer I £5,649 - £9,735 p.a.

Application forms and further particulars from the Principal at the College, to whom they should be returned within two weeks of the appearance of this advertisement. (50686) 380000

Youth and Community Service

CAMBRIDGESHIRE

ST. PHILIPS C.C. (AIDED) COMMUNITY PRIMARY SCHOOL
Cambridge
COMMUNITY DEVELOPMENT OFFICER
Applications are invited from experienced and suitably qualified applicants for this important new post in a purpose-built community school with effect from 1st July 1984. Salary SO1 £9,060- £9,660.
The person appointed will be responsible to the Headteacher of the school for the development and promotion of community activities within the area and the day to day management of the use of the community facilities within the school.
The post calls for a man or woman with energy, drive and initiative.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (s.a.e. please). (54302) 440000

CARDIFF

YOUTH AND COMMUNITY WORKER
Applications are invited for the post of Youth and Community Work Worker based at the Cardiff Y.M.C.A. This is an exciting new post offering opportunity for use of imagination and initiative.
Closing date for applications 27th February 1984.
Salary - J.N.C.3 (initially one year contract).
Application and further details from the General Secretary, Cardiff Y.M.C.A., 1 East Grove, Cardiff CF2 3AG. Please send stamped, addressed envelope. (65440) 440000

HERTFORDSHIRE

ST. ALBANS COLLEGE
Youth & Community Service

Applications are invited for two newly created posts:

POST 1 JNC Range 3, 2-6 (Salary £7,710 - £8,646 p.a.). Suitable for a person interested in working in a multi-cultural environment, in particular with Commonwealth immigrants, including student welfare.

POST 2 JNC Range 3, 1-5 (Salary £7,485 - £8,415 p.a.). A post offering a mixed work experience from the city centre to its rural catchment area; equally suitable for the experienced worker or new extrant for whom supportive training is available.

London fringe allowance of £258 p.a. is payable, as is a graduate allowance of £545 p.a. for longer training and/or higher qualifications.

Further particulars and application form are available from the Senior Youth & Community Officer, Youth & Community Office, Alma Road, St. Albans, Herts. AL1 3AR (Tel: 55374) and should be returned by 6th March 1984. (50669) 440000

HERTFORDSHIRE

YOUTH AND COMMUNITY WORKERS

JNC Range 3D £8,178 - £9,138 (Letchworth)

JNC Range 3A £7,485 - £8,415 (Hitchin)

Two new posts to assist in meeting the cultural needs and disadvantage of Commonwealth immigrants and their children in North Herts. Working in a variety of settings in a supportive team environmental the posts offer exciting opportunities to develop new work.

One post in Hitchin with the Afro-Caribbean community; the second in Letchworth with the Asian community (knowledge of Punjabi essential).

Applicants should have a knowledge of either Afro-Caribbean or Asian culture and proven experience in work with young people or the black community.

Full details and application forms (stating which post) from: Head of Department, Youth and Community Work, North Herts College, Cambridge Road, Hitchin, Herts. SG4 0JD (S.A.E. required).

Closing date: two weeks from the appearance of this advertisement. (65160) 440000

HERTFORDSHIRE

CASSIO COLLEGE
Langley Road, Watford, Herts.

YOUTH AND COMMUNITY WORKERS

DEPARTMENT OF YOUTH & COMMUNITY SERVICE

Two new Youth & Community Worker posts to assist in meeting the cultural needs and disadvantage of people of Commonwealth origin and their children in S.W. Herts.

1. Coffee Bar Project Carey Place - To work with young people, mainly of West Indian origin. This is a centre-based post and requires the appropriate experience.

JNC Range 3A, £7,485 - £8,415 (Unqualified £4,662 - £5,283) Plus London Allowance and Graduate Allowance where applicable.

2. Area work with young people and parents of Commonwealth origin, mainly in the centre of Watford.

JNC Range 3D, £8,178 - £9,138 (Unqualified £4,662 - £5,283) Plus London Allowance and Graduate Allowance where applicable.

Both posts will have area briefs to work in a variety of youth and community settings, and will work with other colleagues in a supportive team environment.

Further details and application form from Mr. P. Crookes, Head of Department, Youth & Community Service, Cassio College Annexe, Carey Place, Watford, Herts. Tel: Watford 31481.

Applications should be [illegible]

HOUNSLOW

CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Tel: 01-897 2001/5
Head: Mrs Anne Jones B.A.
Wanted as soon as possible a COMMUNITY DEVELOPMENT WORKER to help further the work of this thriving Community Campus which includes a School, a Sports Centre, a Youth Club, a Health Centre and various off site activities.
This is a temporary appointment for 4 months in the first instance at Further Education Lecturer Scale 1 salary scales.
We need someone who will work with the people in the neighbourhood to extend learning networks and exchanges.
For full details please apply to the Head enclosing a CV plus the names of two referees.
Closing date: Within 10 days of this advertisement.
LONDON ALLOWANCE PAYABLE: £645.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (50674) 440000

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

EDUCATION DEPARTMENT

YOUTH WORKER

JNC3 POINTS 1 - 5 (£7,485 - £8,415)

For this permanent post, a qualified teacher or Youth Worker is required, to work in an exciting new project, which will be using the Duke of Edinburgh Award Scheme as a vehicle for personal and social developments within a broader project of vocational education. The applicants will be familiar with the organisation of the Awards Scheme and will recognise its broader implications. Approximately 40% of the applicants programme will be spent in two Comprehensive Schools which are piloting an Urban Aided 14 - 16 project for low attaining pupils. An additional 40% will be directed to offering a similar support to the Borough's 16 - 19 Vocational Preparation programme in 18 Schools and Colleges within the Borough. The remainder of the time will be directed towards supporting existing Duke of Edinburgh Award initiatives within the Borough's Youth Service.

For an application form and comprehensive details write to the Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH enclosing a stamped addressed envelope.

Closing date 1st March, 1984. (65141) 440000

LONDON

Inner London Education Authority
YOUTH WORKERS
JNC Salaries and conditions.
Salary scales including London allowance.
Scale 2: £7,035 - £8,687
Scale 3H: £9,165 - £0,170
Unqualified: £5,649 - £6,270
Appointments will be to the service of the Authority; with secondment for both posts.
Assistance may be given towards household removal expenses.
Closing date for all applications is 2 March 1984.
1. MANOR YOUTH CLUB, SE16
Salary scale 2
Experienced Youth Worker required to assist Senior Worker in development of the Centre's work. Responsibilities will include running of Senior Youth Club with awareness of the needs of girls, also experience of working with and leading a staff team.
For further information contact John Israel Tel. No: 01-237 6170.
Application forms from Southwark Area Youth Office, 83 Peckham Road, SE5, (stamped addressed foolscap envelope). Tel: 701 8659.

2. SAMUEL LITHGOW BOYS CLUB
67-75 Stanhope Street, NW1
Salary scale 3H
Senior Youth Worker required for this well supported club situated in a densely populated area north of the Euston Road. The purpose built premises cater for members in the 14+ age range and offers a wide range of activities. The worker appointed will be the first full-time worker at the club and will be responsible for running the club and the development of the Centre's programme.
Should an unqualified worker be appointed to this post an additional allowance of £750 will be payable.
Informal enquiries to Tom Cooper, Youth Officer, Tel: 837 0128.
Application forms from Camden Area Youth Office, White Lion Street, N1 9PW (stamped addressed foolscap envelope).
ILEA is an equal opportuni-[illegible]

LONDON

ASSOCIATION FOR JEWISH YOUTH
DIRECTOR OF DEVELOPMENT & TRAINING (vacancy due to past incumbent taking up a local authority appointment). £8,800 to £11,000. For a suitable qualified and experienced applicant an additional responsibility allowance may be available with this post.
Details from the Executive Director, Association for Jewish Youth, 50 Lindley Street, London E1 3AX (Tel: No. 01-790 6407).
Closing date for applications, Thursday, 1st March, 1984. (54219) 440000

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE

EDUCATION DEPARTMENT

Applications are invited from qualified and suitably experienced persons for the following posts:-

a) ASSISTANT YOUTH LEADER AND COMMUNITY WORKER

The person appointed will be based at the Collingwood Youth and Community Centre, North Shields, where there are purpose built Youth and Community facilities, and will have a responsibility for the Social education of young people and the development of youth and community work in the immediate area and, at times, in other areas of North Tyneside.

b) COMMUNITY YOUTH WORKERS (2 POSTS)

The person appointed will be based at the Collingwood Youth and Community Centre but will work in a detached capacity in the Riverside area of North Shields.

These two posts are being funded through the Inner Areas Programme and the appointments initially will be for a three year period.

Salary for each of the above posts:-

Salary J.N.C. Scale 2 Range: £6,048 - £7,710 per annum

Higher Qualification Allowance: £345 per annum.

Application forms and further details may be obtained from the Chief Personnel Officer, 7 Northumberland Square, North Shields, Tyne and Wear NE30 1QQ.

Closing Date: 3rd March 1984. (65200) 440000

NOTTINGHAMSHIRE

COUNTY COUNCIL
Leisure Services/Youth and Community Division
DEVELOPMENT WORKER (WOMENS' ISSUES)
WEST INDIAN NATIONALS ASSOCIATION (NOTTM)
We require a suitably experienced woman to develop links with women in the Afro Caribbean community of Nottingham. The successful applicant will be responsible for the development of sports and womens' issues.
Salary will be within the range of £6,264 - £7,005 p.a.
Relocation expenses where appropriate.
For an informal discussion contact Mr. J.D.M. Pridmore on Nottingham (0602) 418511, Ext. 248 or Mr. Wallace on Nottingham (0602) 608924.
Written details and application forms for the post available from the Staffing Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham NG2 6BJ. Tel: Nottingham (0602) 824824, Ext. 381. Closing date 2nd March. Please quote ref: (65251) 440000

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

DEPARTMENT OF EDUCATION

YOUTH AND COMMUNITY SERVICE

(readvertisement)

Suitably trained Youth and Community Workers for the recently reinstated post of

FULL TIME YOUTH WORKER

at

VICTORIA PARK YOUTH CENTRE
Suffrage Street, Smethwick

The post demands particular degree of enthusiasm, understanding and flexibility in order to coordinate the many facets of community involvement in this multi-ethnic area.

Salary J.N.C. 3 £7,485 - £8,415 p.a.

Application forms and further details are available from the Director of Education, Education Office, Highfields, High Street, West Bromwich.

Closing date 1st March 1984.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (50637) 440000

ST HUGH'S COLLEGE OXFORD

SCHOOLTEACHER STUDENTSHIP

The College invites applications for a Schoolteacher Studentship for Hilary or preferably Trinity Term 1985.

Particulars may be obtained from the College Secretary.

Closing date for applications: *Saturday 10th March 1984*

(2916)

THE BIOCHEMICAL SOCIETY

SCHOOLTEACHER FELLOWSHIPS

In order to give school teachers an opportunity to take part in research and to update their knowledge of Biochemistry, the Biochemical Society is sponsoring a number of Fellowships tenable in University Biochemistry departments in the United Kingdom and the Republic of Ireland.

The awards will be for one term (three months) and will include a stipend of £500 plus an allowance of up to £500 for travel and other expenses incurred during tenure of the fellowship. In addition, a contribution of £500 towards the cost of research will be paid to the host department.

Applications should be sent to the Executive Secretary, The Biochemical Society, 7 Warwick Court, London WC1R 5DP. There is no special form, but in addition to personal particulars and a brief curriculum vitae applicants should include an outline of the work they wish to carry out, the dates of the proposed attachment, and a letter of support from the head of the host department. The closing date for receipt of applications for terms in the 1984/5 session will be 15 May 1984.

CANTERBURY, CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

PRINCIPAL LECTURER and HEAD OF EDUCATION DEPARTMENT

Applications are invited for the above post to take effect from the beginning of the Autumn term 1984.

Salary: £12,519–£15,744 p.a.

The college has approximately 1000 students and offers BA, BEd and BSc degrees, PGCE, advanced diplomas and higher degrees in Education.

For further details write to Mrs Jean Long, Personal Assistant to the Principal, enclosing a stamped addressed envelope, to whom applications should be sent not later than 9th March.

(2803)

EDUCATION DEPARTMENT

HM Prison, Cookham Wood, Rochester, Kent

Appointment of

EDUCATION OFFICER

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Education Officer. The post to be filled from 1 September 1984. Salary Burnham Further Education Head of Department Grade 1, Scale £10,422–£11,868.

Application forms and further particulars (enclose sae) obtainable from the County Education Officer (Ref T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by Friday, 2 March 1984.

(2834)

KENT COUNTY COUNCIL

MUNICH INTERNATIONAL SCHOOL

- Well established English language school with 500 students
- Sound academic program leading to I.B., G.C.E. and American Diplomas
- Attractive facilities

requires:

HEADMASTER/ HEADMISTRESS

We are looking for an academically oriented, experienced teacher/administrator who is able to inspire staff and students. Excellent salary and conditions offered.

Application and detailed curriculum vitae plus references should be addressed to:

Search Committee
Munich International School
Schloß Buchhof
D-8136 Percha bei Starnberg
West Germany

(2883)

Overseas Appointments

BUDAPEST

HUNGARIAN EXCHANGE
Link sought for pupils of gymnasium in Budapest. 14 - 16 age group. Family accommodation. Easter or Summer.
Ring 0223 358689 for information. (61393) 460000

CANADA

Independent school invites applications for academic year 1984/85 from

EXPERIENCED TEACHERS ONLY

For the following posts:

CHEMISTRY, BIOLOGY AND ENGLISH

Teaching experience with G.C.E. 'O' and 'A' Level standards is a must. Canadian citizens or permanent residents preferred.

Send curriculum vitae to: The Toronto French School, Personnel Department, 306 Lawrence Ave., E. Toronto, Ont. M4N 1T7, Canada. (54102) 460000

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.
Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (16289) 460000

COSTA DEL SOL

Qualified and experienced middle-school Physics Teacher required commencing September for English-medium classes in modern, well-equipped and beautifully situated school.
Details available from: Colegio San Jose, La Cala, Estepona. (54738) 460000

CYPRUS

TEACH IN CYPRUS THE MIDDLE EAST AND NORTH AFRICA
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.
For details of how to contact employers and cost, please send one pound.
Epic, P O Box 3711, Nicosia, Cyprus. (18557) 460000

EUROPE

OVERSEAS TEACHER EXCHANGE (EUROPE)
British teachers of Modern Languages currently employed in this country are invited to apply for a post-to-post exchange in Austria, Belgium, Federal Republic of Germany, France, Italy, Spain and the USSR in the academic year 1984-85. Appointments are for one year, one term, or half a term. A small number of exchange appointments are also available in Denmark.
Please write for further details to: Teacher Exchange Europe (TES 2), Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE.
Tel: 01-486 5101. (53243) 460000

GREECE

Exprienced EFL teachers, University or College graduates, are required. Excellent Salaries. One-year or longer-term contracts.
Please send C.V. - degree copies to: S.G. Strategakis, 24 Prox. Koromila St., 546 22 Thessaloniki, Greece. (53049) 460000

The *Bell* Educational Trust

The Bell Educational Trust seeks applications from teachers of English as a foreign language (single status or teaching couples) to work in the

PEOPLE'S REPUBLIC OF CHINA

Candidates should have:

—a degree plus a qualification in TEFL (PGCE or RSA diploma)
—a minimum of 3 years experience with at least one year overseas
—experience in preparation of materials and in teaching ESP/EAP

Most posts become available in early September 1984, though some 6 month appointments may be available from April 1984.

Applications with full c.v. and the names of two referees, one of whom must be the most recent employer, together with recent photograph of yourself, to:

Lewis Kerr, The Bell Educational Trust, Hillscross, 1 Red Cross Lane, Cambridge CB2 2QX

HEADTEACHER
TANGLIN INFANT SCHOOL
SINGAPORE

The Governors of the Tanglin Trust invite applications for the post of **HEADTEACHER** which will become vacant on 1st September 1984 following the retirement of the present Headteacher.

The Trust, founded in 1961, runs two schools for expatriate children in the age groups 4 to 11 years, drawn from the English-speaking international community with most of the pupils coming from Britain, Australia and New Zealand.

Tanglin Junior School with a separate Headteacher and staff caters for some 670 pupils in the age group 7 to 11.

TANGLIN INFANT SCHOOL

The School is housed in two purpose-built and well-equipped wings each with its own assembly hall for music, dance and physical activities set in pleasant surroundings. There are some 588 pupils aged 4 to 7 in classes of around 25.

The staff consists of a Deputy Headteacher, (a non-teaching post), 22 Teachers and 23 Teachers Aides together with 2 School Secretaries and appropriate clerical and domestic staff.

The curriculum is British based, integrated and largely undifferentiated, using an individualised reading programme based on Cliff Moon, and Nuffield Mathematics.

In addition, Science topics are being introduced this year and an interest in computers is being developed amongst staff with a view to introducing them to pupils within a year or two. There is considerable emphasis on in-service training.

TERMS OF SERVICE

Salary
From S$5,600 per month (=£1,866) upwards, dependent on qualifications and experience.
Period of Service
Three year contract renewable by mutual agreement.
Accommodation
Pleasantly situated apartment or detached house in residential area within easy reach of School is provided rent free.
Other Benefits
Include settling-in allowance, air passages, a car and a generous provident fund.
Excellent medical facilities exist both in Government and private hospitals and the Trust insures expatriate staff and their dependants against medical and surgical costs and meets the costs of medicine/consultations provided by the Trust's doctors

GENERAL INFORMATION

Geography
The Republic of Singapore, an island of approximately 228 square miles, has a pleasant tropical climate with average temperatures around 25° to 30°C. Singapore is a garden city which prides itself on being the cleanest and greenest anywhere in the world.
Shopping Facilities
Excellent air-conditioned supermarkets, department stores and speciality shops offer a full range of luxury and medium-priced goods.

DUTIES AND RESPONSIBILITIES

The Headteacher reports to the Board of Governors and is responsible for the entire operation of the School including, with the Deputy Headteacher, the recruitment and training of staff, curriculum development, administration and liaison with the Parent/Teacher Association. The Headteacher liaises with the Director of Administration on finance, relations with the Ministry of Education, personnel matters etc.

INTERVIEWS

Short-listed candidates will be interviewed in London approximately mid/end March.

APPLICATIONS

Candidates interested in this challenging post in a school with high standards, who have substantial and relevant experience and who are attracted by the prospect of teaching in a delightful environment in a multi-national, multi-cultural city state with its international reputation for stability, productivity and achievements, please reply attaching a brief curriculum vitae sheet by airmail to:

The Chairman, Tanglin Trust Limited
Portsdown Road, Singapore 0513

Telephone enquiries may be made to the Director of Administration (Mr J. L. M.Gorrie) at Singapore 7780774.

THE BRITISH COUNCIL

Posts overseas

China

Senior Lecturer and Lecturer in English as a Foreign Language at Universities and Teacher Training Institutes in Peking and provincial centres

Duties: Teams of 2 or 3 Lecturers engaged in projects to provide language improvement and methodology classes for Chinese secondary and tertiary level teachers; EAP and study skills instruction for postgraduates. Some senior posts will include teaching of applied linguistics, syllabus design and materials production.

Qualifications: Candidates must be British citizens, holding a first degree in English or other Modern Language, postgraduate TEFL qualification, minimum 5 years' relevant TEFL experience for Senior Lecturers and 2 years' experience for Lecturers.

Salary: Yuan 500–700 per month plus annual sterling subsidy of £5,202–£5,418 (3.00 Yuan = £1).

Benefits: Free accommodation, air fares, installation grant, superannuation contribution.

Contract: one year (renewable) from September 1984, guaranteed by the British Council.

Closing date for applications: 15 March 1984.

Reference: 84 B 1–10T.

Italy

Two Teachers of English as a Foreign Language to young learners
The British Council, Naples

Duties: To teach EFL at elementary and intermediate levels for a maximum of 24 contact hours per week, at least 15 of which will be to learners in the age range 10–16; some administrative duties, such as examination invigilation and placement testing.

Qualifications: EITHER a degree plus PGCE *or* Certificate/Diploma in Education; basic TEFL training and one year's TEFL experience with the 10–16 age group.

Salary: £5,568–£7,462 (currently under review) plus a local allowance (currently £375) which varies according to the exchange rate.

Benefits: Airfares, baggage allowance, medical insurance, 45 working days' leave plus public holidays, employer's share of approved superannuation scheme and NI contributions.

Contract: A two-year contract with the British Council in London, renewable by mutual consent. Starting date 3rd September 1984.

Reference: 84 D 16–17T.

Italy

Director of Studies
The British Council, Naples

Duties: To manage and develop a DTEO of around 3,000 students and 30 teachers, assisted by an ADOS (Admin.) and an ADOS (Methodology); responsibility for financial planning personnel and other resources in the Centre; ensuring the DTEO's role within the context of the Council's wider cultural activities.

Qualifications: PGCE or RSA TEFL; 5 years' TEFL experience; 2 years' educational administration and/or management; knowledge of Italian is desirable.

Salary: In the region of £12,000 pa (currently under review) plus a local allowance (currently £375) variable according to exchange rates.

Benefits: Airfares and baggage allowance; medical insurance; 45 working days' leave plus 10 days public holidays; employer's share of approved superannuation scheme and NI contributions; entertainment allowance.

Contract: A two-year contract with the British Council in London, renewable by mutual consent, starting June 1984 or shortly thereafter. (Previous applicants need not re-apply).

Reference: 84 D 21 (83D146)T

The following post is funded under Britain's programme of Aid to developing countries.

Nigeria

Assistant Coordinator National Certificate of Education Correspondence Course with special responsibility for Science Ahmadu Bello University, Zaria

Duties: To write and edit correspondence materials for the NCE/cc Science education major to an established syllabus; to co-ordinate a team of writers for the course and the evaluation of new materials; to co-ordinate the major and primary science education contact session programmes, to co-ordinate the science education major correspondence session; to co-ordinate all science education major and primary examinations, marking and setting and other duties as from time to time delegated by the head of division.

Qualifications: Candidates must be UK citizens with a British educational background. A first degree in science (preferably physics or integrated science), plus a postgraduate teaching qualification, at least five years' experience of teaching science in schools (preferably at primary level) or experience as a teacher trainer in primary science, and overseas experience are essential. A Master's Degree in Science.
Education is highly desirable and experience of in-service work in science education, science workshop organisation, writing of science workshop/correspondence materials or a book would be an advantage.

Salary: £11,061–£15,311 per annum.

Overseas allowances: £2,271–£8,554 per annum depending on salary and marital status.

Benefits: Salary free of UK income tax, variable overseas allowances according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contract: Contract will be with the British Council for 2 years initially. The post is tenable from April 1984 or as soon as possible thereafter.

Closing date for applications: 28th February 1984.

Reference: 84 K 3T.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

(2902)

The Continental School
Jeddah – Saudi Arabia
Headmaster: T. A. Williams, MA, FRGS

This leading co-educational school caters to children of more than 40 nationalities in very well-equipped premises. Teaching is to Common Entrance and G.C.E. Levels, and standards of work and behaviour are high. There are presently 1,250 pupils and steady expansion is envisaged.

The following staff are required:

Bursar: Senior management post, with responsibility for financial aspects, campus maintenance, vehicle fleet and new building programme. Accounting background desirable, with computer familiarity (NCR and IBM). Previous experience abroad required, preferably Middle East. Single or married status (teaching post available for wife). Salary c. £20,000 p.a. tax free.

Senior School: *Head of Boys' P.E.:* Age range 11–17. Able to teach *Maths* to 'O' Level. P.E. work is games-oriented and includes basketball, volleyball, football, swimming and gymnastics. Salary range £14,000–£16,000 p.a. tax free.

Junior School: *P.E. Teacher.* Age range 7–11. To teach all P.E. and games to boys and girls. An interest in *drama* and music/movement will be advantageous. Salary range: £12,000–£14,000 p.a. tax free.

Candidates for the 2 teaching posts should combine strong enthusiasm with a minimum of 3 years experience. Ideally, single men are sought; but married men with teaching wives are welcome to apply.

Conditions of Service. One year contracts, renewable. Annual return fares, free accommodation, travel allowances, interest-free car loan. Resettlement gratuity. Interviews early April.

For further details and application forms, please contact Miss T. Atkins, Gabbitas-Thring Services Ltd., Broughton House, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

(2980)

Gabbitas-Thring

JEBEL ALI SCHOOL (UAE)

The Governors have instructed Professional, Advisory and Consultative Educational Services to recruit a

HEAD TEACHER

for Sept. 1984. The school is situated 30 km from Dubai and provides educational facilities for European families connected with the port. There are currently 90 Children aged 4¾ – 11 years in 6 classes.

The successful candidate, preferably with a teaching wife, will be a man of vision, with considerable educational achievement. He will be between 30 – 45 yrs and already be a Head Teacher (or a Deputy of a large school) and be fully conversant with current UK primary school thinking. The school is administered by a Board of Governors nominated by the companies with children attending the school.

The commencing salary is in the region of £16,000 pa tax free, with accommodation, transport and return economy air fare to the UK once per year. Gratuities are also payable.

PACES registered teachers considered automatically. Applicants are invited to submit (in duplicate) copies of their C.V.'s together with details of their spouse, two recent photographs, names and addresses of 2 referees and a letter of application to PACES Dept N, 6b Eccleston Gardens, St Helens WA10 3BN.

Closing date 9th March 1984.

Long listed candidates will be invited to complete further application forms and will also be furnished with further details of the post. Applications will not be acknowledged and candidates not hearing within 6 weeks of the closing date can assume they have been unsuccessful.

(2944)

TEACHER REQUIRED IN SWEDEN

The International section of the boarding-school of Sigtuna, Sweden, requires teacher for mid August 1984, to teach the International Baccalaureate programme (equiv. A-Level standard) to 6th form (11th, 12th grades) students.

We require a teacher of mathematics and chemistry and/or physics.

Applicants with experience in computing would be most welcome.

Qualifications: Candidates should be highly qualified teachers with a minimum of five years experience in secondary education. Teacher training required.

Salary and benefits: Salary according to qualifications and experience (minimum GBP 8,000 per annum). Two months leave in the summer. Annual passage paid leave. Furnished accommodation provided. Initial contract can be for one or two years.

For further information, please contact Mrs Monica Flodman, Director of the International Section. Closing date for applications: 12th March, 1984.

Applicants should send up-to-date curriculum vitae, plus two letters of recommendation and a photograph to the Headmaster. Sigtunaskolan Humanistiska Laeroverket, Box 8, S-193 00 Sigtuna, Sweden. Tel: 760/501 35.

(2977)

OVERSEAS CONT

THE BRITISH SCHOOL IN THE NETHERLANDS
(HMC, GBA, Independent)

requires, for September 1984, in the Senior School (570+ boys and girls, aged 11-18, 'O' and 'A' Level courses (Oxford and Cambridge and London (Home) Boards are well established) well qualified teachers, with two or three years' current experience, of

English and Drama
Computer Studies, to introduce and develop this new curriculum subject
Shorthand and Typing.

Applicants should state their second subject capability.

A commitment to the pastoral welfare of pupils and a willingness to take an active part in games and/or extra-curricular activities will be valuable additional qualifications.

Applicants should write by 27th February, enclosing a full curriculum vitae, a recent photograph and the names, addresses and telephone numbers of two referees to:

The Headmaster
The British School in the Netherlands
Jan van Hooflaan 3
2252 BG Voorschoten
The Netherlands

and they should provide a contact telephone number. A telephone enquiry (between 0800 and 1430 GMT) may be made on 010-31 1717 7163. Short-listed candidates will be interviewed in the United Kingdom in the week beginning 19 March and the appointments will be made in the first week of April.

(2953)

ECOLE INTERNATIONALE DE GENEVE – INTERNATIONAL SCHOOL OF GENEVA

One of the world's largest and oldest international schools serving the needs of the International community of Geneva. Founders of the International Baccalaureate. Three units situated on five campuses with 2,500 students representing 80 nationalities.

The Foundation seeks for its English language programmes, well qualified and motivated teachers with at least three years experience for:

Primary: Senior class levels.
Secondary: Learning Disabilities teachers.

International experience, proven adaptability, strong extra curricular interests and fluency in more than one language are an advantage.

Two year contracts; benefits, medical insurance; pension plan; home leave and relocation expenses. Present salary scale Sfr. 51,600 to Sfr. 67,200.

Letters of application, curriculum vitae, a recent photograph and current references should be forwarded immediately to the Assistant Director General, The International School of Geneva, 62 route de Chêne, 1208 Geneva, Switzerland.

(2896)

THE ANGLO-AMERICAN SCHOOL
18 West 89 Street
New York
New York 10024
(212) 724-6360

VIVERE EST DISCERE

Head Master:
PAUL BERESFORD-HILL, B.Ed. (Oxon), M.A.

The School has the following vacancies for September 1984: (3 year engagements)

MUSIC and DRAMA – Primary and Middle School, Piano and Choir essential. Must also produce School Plays.

MATHEMATICS – Primary and Middle School. Traditional approach preferred. Also to teach Computer Studies to 'O' level.

HISTORY – to 'O' level and the International Baccalaureate, Modern European, South American and US History.

KINDERGARTEN – Experienced teacher to work with first year primary school children.

Applicants should be graduates with an PGCE or MA and have at least three years teaching experience. Ability to coach sports (soccer, basketball, fencing, tennis) an advantage. Contracts are for three years. Salary is taxable, but there are some tax-free benefits. Inquries should be directed to the Head Master before 28th February, 1984.

(2729)

JUMEIRAH ENGLISH SPEAKING SCHOOL
DUBAI, UNITED ARAB EMIRATES

Required from September, 1984

ASSISTANT TEACHERS
(Infant and Junior)

The school was established in September, 1975, and has a roll of 500 children between the ages of 4.06 and 11.00 years, who are mainly the children of British and European expatriates.

The school buildings consist of three separate units, comprising a total of twenty-one classrooms. The classrooms are spaciously purpose-built and structured to the needs and aims of modern primary education.

The sports facilities comprises a hall/gymnasium, swimming pool and two playing fields. A music block and an administration block complete the complex.

Applicants require a high personal commitment to good, modern educational practice, a wealth of professional experience and a minimum of three years' teaching experience.

CONDITIONS OF SERVICE: Salaries are tax-free; an overseas allowance, medical insurance and end of contract gratuity are offered. Rent free, furnished single unit accommodation, including free water and electricity, is provided.

Two-year contracts are offered, renewable annually thereafter. An annual return air-passage to UK and initial unaccompanied baggage allownce of 40kgs is provided.

Only single, male or female UK trained and qualified primary teachers should apply. Interviews will be held in London.

Please apply, in your own handwriting, with a full curriculum vitae. Please include a recent photograph and the names of two referees. Miss R. Blue, The Headmistress, Jumeirah English Speaking School, PO Box 4942, Dubai, United Arab Emirates.

(2716)

The Centre for British Teachers Limited

PRE-UNIVERSITY COURSES: MALAYSIA

The Centre is recruiting 70 teachers of ENGLISH for English and study skills courses for Malaysian students who will be taking up places at Universities in English speaking countries. This new project is part of a national plan to improve the standard of English of these students and to offer social orientation to prepare them for their studies overseas. The students are aged 18+ and are highly motivated.

The Centre is well-established in Malaysia and the new teachers will be joining 68 Centre teachers completing contracts in Lower Secondary Schools. The first 30 teachers of the new project went out to Malaysia on 4 January 1984. Contracts will start with an Orientation Course in Kuala Lumpur and will initially last for two years. Monthly salaries range from M$2405 to M$2705 (M$3.5 = £1). A tax free gratuity of 4 months' salary is paid on completion of the contract. Generous family allowances and medical benefits are paid and the Centre's support service in Malaysia includes professional guidance, in-service courses, and resettlement advice when teachers finish their contracts.

Applicants, who must be free to travel to Malaysia on 1 May 1984, must have:
* a University degree
* a postgraduate Certificate in Education
* a minimum of 4 years' TEFL, or a total of 5 years' teaching experience of which at least two should be TEFL.

For further information and application form contact:
The Centre for British Teachers Ltd (TM3)
Quality House, Quality Court,
Chancery Lane, London WC2A 1HP
Tel: 01-242 2982

(2897)

THE BRITISH AMERICAN SCHOOL BARRANQUILLA COLOMBIA

Requires the following teachers for September 1984

Two infant teachers with strong background in developing reading skills.
One primary English teacher for 7/8 years old
One primary Science teacher (Nuffield) for 7/9 years old
One primary Maths teacher for 8/9 years old Fletcher system
One middle school English teacher for 9/14 years old

Also required as soon as possible:-

One middle school and one Science teacher for 10/15 years old

E. F. L. an advantage for all posts.

Suitably qualified teachers should apply in writing as soon as possible enclosing C. V., recent photograph, names of referees and giving a telephone number to:-

Mr I. C. Turton,
15A, Belmore Lane,
LYMINGTON.
Hants. SO4 9NL.

Interviews by the Headmaster in London in early March.

OVERSEAS continued

GREECE

TEACHERS IN GREECE. E.F.L. teachers required from September for posts in Athens, mainland Greece and the islands. All applicants must possess a degree, preferably English, and/or teacher-training qualification. Interviews will be held in Manchester and London in April. Please send curriculum vitae, a recent photograph and a self-addressed envelope to Teachers in Greece, 29-33 [illegible] Sts., [illegible], Athens, Greece. (6[illegible]4) 460000

GREECE

TEACHERS FOR GREECE. Graduate teachers of English, with teaching experience, are required for a school of English in the most beautiful suburbs [illegible] out of Athens [illegible]. Write immediately with c.v. photo and [illegible] number. Ample salary, interviews in London. [illegible] Schools, Marko-poulo [illegible], Greece. (652[illegible]4) 460000

GREECE

Experienced E.F.L. teachers required for a Language Institute in Central Athens for September 1984. Applicants must possess a degree in English and preferably an E.F.L. qualification.

Please send curriculum vitae and a recent photograph to the Director of Studies, [illegible] Institute of English, [illegible] 6, Patissia, Athens, Greece. (54326) 460000

JAPAN

Qualified [illegible] experienced teacher required for two year contract in Japan. Send C.V. and photo to Box No. TES [illegible], Priory House, [illegible], St. John's Lane, EC1M 4BX. (54103) 460000

Teaching in the Third World is an education in itself.

Education is a high priority in developing countries.

Teachers of English Language, Maths and Science, teachers in vocational subjects such as Commerce and Home Economics, Technical teachers in Woodwork and Metalwork and specialist teachers of the handicapped are urgently needed.

As a VSO volunteer you can make a genuinely worthwhile contribution to a developing country's education system through work in a secondary school, pre-service or in-service teacher training or higher education.

And your satisfaction will lie not so much in your own achievements, as in how much you help others to help themselves.

Candidates should be mature in attitude, aged between 20 and 65, without dependants and willing to spend two years overseas on a small allowance based on local rates of pay.

For full information, complete the coupon below. You could help a country towards self-reliance.

I am interested in volunteering. Please send me details.
My qualifications/experience are: ____________
____
____
Name ____________
Address ____________ TES/E/1
____

To: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW (SAE appreciated). Charity No 313757

VSO is working overseas

TEACHING OPENINGS IN TURKEY

Three English Language Secondary Schools (College Preparatory) in Turkey announce the following openings:

IZMIR AMERICAN SCHOOL FOR GIRLS
- General Science and Physics or Chemistry
- Preparatory English (TEFL)
- Secondary English Language and Literature
- Secondary English with Drama/Technical Theatre
- Girls Physical Education
- Art
- Secondary Mathematics

TARSUS AMERICAN SCHOOL (Co-Ed)
- Preparatory English (TEFL)
- Secondary English Language and Literature

USKUDAR (ISTANBUL) AMERICAN SCHOOL FOR GIRLS
- Girls Physical Education
- Physics
- Secondary English Language and Literature

Teachers must have a DES Teaching Certificate for Secondary level in the subject to be taught. Salary is partially payable in US Dollars and in addition school provides transportation, baggage allowance, medical, state insurance, and semi-furnished accommodation for two year contract.

Send complete résumé and photo copies of University Degree and DES Teaching Certificate to: Douglas M. Hill, Principal, American Kiz Lisesi, Göztepe, Izmir, Turkey. *Arrangements will be made for a personal interview in London.*

(2507)

Ras Al Khaimah English Speaking School, UAE.

REQUIRED FOR SEPTEMBER 1984

ONE INFANT AND ONE INFANT JUNIOR TEACHER

The school was established in 1976 and has a small roll of children between the ages of 5½ and 11½ years, who are mainly the children of British, European and Arab expatriates.

The school complex consists of one main building divided into three Classrooms and one Hall/Gymnasium, five individual Porta Cabin Classrooms, one Library and one Administration Block. A British type primary curriculum is followed and teachers also participate in afternoon activities. The infant teacher would be responsible for a class of 5½–6½ years whereas the infant junior teacher for a combined 6½–8½ years. Preference will be given to candidates who can offer French or Music as an additional subject.

Salaries are tax free, an overseas allowance, medical expenses, superannuation benefits, end of contract gratuity are offered. Shared rent free fully furnished accommodation is provided including free water and electricity.

Two year contracts are offered with annual return air passage to UK plus a baggage allowance. Only single UK trained and fully qualified teachers should apply. Interviews will be held during March in London.

Please apply immediately in your own handwriting with full curriculum vitae. Include a recent photograph and the names of two referees to:

Miss Irene Finlayson
Head Mistress
Ras Al Khaimah English Speaking School
P.O. Box 975
Ras Al Khaimah (UAE)

REPUBLIC OF SINGAPORE

Teachers Of English In Secondary Schools

The Ministry of Education, Republic of Singapore invites applications for the above posts from Qualified Teachers of English holding Honours Degree (or equivalent qualifications) in English or the Humanities.

Qualified Teachers are required to teach English at secondary level to help improve the standard of English in schools in Singapore.

Almost all students in singapore now study English as their first language and their mother tongue as a second language. The increasing emphasis on the importance of English has led to increasing demands on English teaching resources, especially at the GCE 'O' level standard. To date, there are over a hundred teachers from UK and NZ teaching English at Schools.

Interviews are scheduled to be held in London in April and successful applicants can take up their appointments either in July or at the beginning of the academic year in January 85.

The basic terms of service include the following :–
* Renewable 3 year contracts offering the prospect of long term service.
* Basic salaries ranging from approximately S$28,600 to S$57,200 pa. (Equivalent to approx £9,533 to £19,066).
* Additional housing allowance varying according to marital status.
* Children's education allowance where applicable.
* Tax free superannuation benefits amounting to 23% of total salary inclusive of allowances.
* Medical Benefits.
* Baggage allowance.
* Free passage for home leave after each 3 year contract.
* Interest free settling–in loan.

For application forms and information leaflet, please write or telephone :

Teacher Unit, Singapore High Commission,
5 Chesham Street, London SW1.
Tel: 01–235/5376.

Completed application forms should be returned by 29th February 1984.

(2835)

ROME

ST. GEORGE'S ENGLISH SCHOOL

HMC/GBA Independent Co-educational School
840 pupils of 65 nationalities, ages 5–18

Seeks for September 1984

a fully-qualified

DEPUTY HEAD
with Curriculum responsibilities

To take charge, throughout the age-range, of planning, coordination and continuous development of the school's curriculum and teaching methods, assessment policy and diagnostic procedures.

The person appointed must bring considerable expertise in curriculum development, to the post, should ideally be experienced in both primary and secondary schools (some teaching periods would be expected in each of the two departments) and must be capable of deputising for the Headmaster at any time. Candidates may offer any standard teaching subject.

Salary on the St. George's scale, generally above Burnham.

Letters of application (Express/Swiftair recommended) to The Headmaster, St. George's English School, Via Cassia Km. 16, 00123 Roma, Italy to arrive by 16th March 1984. Enclose full c.v., telephone number, and names, addresses and telephone numbers of three referees. Initial interviews in Britain at the end of March.

(2926)

Senior Biology Teacher
Bermuda

The Bermuda High School for Girls, an independent fee-paying school with 500 pupils aged from 5–18 years, wishes to appoint a Senior Biology Teacher.

You should hold an honours degree in Biology as the post involves reponsibility for the subject throughout the senior school including GCE 'O' level and AP examinations. An emphasis on practical work and a strong chemistry background are essential.

The appointment, initially for 3 years, carries a salary on a scale from 21,000-27,450 Bermuda Dollars (equivalent to £14,700–£19,250 approx). Bermuda enjoys a superb climate and offers exceptional facilities for sports and outdoor pursuits.

Please write, with details of qualifications and experience and the names of two professional referees, to Richard Williams, PER Overseas, 4/5 Grosvenor Place, London SW1X 7SB. Tel: 01-235 9865.

PER OVERSEAS
The complete overseas recruitment service

GULF ENGLISH SCHOOL
Kuwait

Continued growth will create in the 1984–1985 school year eight Primary and four Secondary vacancies.

Single teachers and married teaching couples without children are invited to apply for the following positions.

Primary Department:

Kindergarten	3½–4½
Infants	4½–7½
Juniors	7½–11½

Applications are also invited from Primary Music and Remedial specialists.

Secondary Department:
Graduate specialists for combinations of the following subjects. History, Mathematics and Physics, Chemistry, Biology and Physics, English and Geography.

Conditions:
Contracts are for two years renewable, tax free salary, free furnished air conditioned accommodation and porterage, baggage allowance, no absence bonus, annual gratuity and economy flights London/Kuwait at the beginning and end of each contractual year.

Brief C.V and recent photograph to Mrs. S. Dajani (Director Gulf English School), The Ivory House, Flat 2, St Catherine by the Tower, LONDON E1 9AT.
Tel: 01-488 2400

UNITED ARAB EMIRATES
AL DHAFRA SCHOOL – RUWAIS
ABU DHABI EMIRATE

Due to continued expansion the following staff are required for September 1984.

ONE KINDERGARDEN/INFANT TEACHER
ONE JUNIOR TEACHER
ONE MIDDLE SCHOOL TEACHER

An interest in computer studies is desirable but not essential for post 3.

The Al Dhafra School is a Multi-National Private School located in a remote area of the Emirates. The school is housed in a purpose built, modern building with British staff and an English style curriculum.

Applicants should be qualified female teachers aged 28-35, preferably with Multi-National and/or overseas teaching experience.

Free furnished, sharing accommodation, baggage allowance, tax-free salary and end of service gratuity.

A one year renewable contract will be offered to successful candidates.

Interviews will be held in London during March.

Please send C. V. (Stating Religion) with passport photograph and contact phone number to:

The Director of Studies
Dhafir Educational Division
P O Box 4330
Abu Dhabi, United Arab Emirates

(2890)

OVERSEAS
continued

KUWAIT
EFL TEACHER

A vacancy has arisen at the Pitman Secretarial Centre, Kuwait, for a qualified English Language teacher – to help provide English-medium courses for Arabic-speaking girls.

Salary £8,500 tax free; free accommodation; annual return passage paid to UK.

Interviews will be in London on or around 1 March 1984, for appointment of the successful candidate as soon as possible thereafter.

Please send your curriculum vitae to: Freda Hulse BCom DipEd, Sir Isaac Pitman Limited, 6 Southampton Place, London WC1A 2DQ

KUWAIT

KUWAIT for September, 1984, a primary head teacher for a new International English Medium School (3½ to 9 years).

Applications are invited from experienced teachers with vision and energy. Please forward full c.v. recent photograph and testimonials to mr. A. Court (Task) Europehouse, The World Trade Centre, London E19 UN. (54250) 460000

KUWAIT
AL-NOURI ENGLISH SCHOOL

INFANT AND JUNIOR TEACHERS

(Single/female or married couples both Teachers without Children)

For the academic year commencing September 1984. Tax free Salary scale of £6,500 to £9,000 at current exchange rate according to experience and qualifications. Free furnished air-conditioned accommodation, shared with one other single girl or one flat for each married couple. Free gas, electricity and water. Subscription to join local Sports/Social Club. Settling in Allowance of £1,000 annually. Annual economy class return air fare to home in the U.K. plus one additional excursion fare to U.K. Gratuity on completion of service.

Apply with Curriculum Vitae, recent photograph and two Testimonials from previous Schools to:- The Headmistress, Al-Nouri English School, P.O. Box 46901, Fahaheel, Kuwait, Arabia.

Interviews in U.K. from 12th to 15th March. (65881) 460000

KUWAIT

For September 1984 infant and Kg teachers required. Single teachers and married teaching couples.

Pls send CV Photograph, Testimonials and contact Tel. No. to Mrs Sawson Lababidi, Dajani, Director, GES, c/o Iveryhouse, S. Katherines by the Tower London.

Benefits: 2 year contract renewable, free furnished air conditioned accommodation, baggage allowance, 4-57856, Salary tax free. (65255) 460000

NEW ZEALAND
PRINCIPAL

IONA COLLEGE FOR GIRLS
Havelock North, New Zealand

Applications are being sought for the position of Principal of the above fully residential Independent School. Iona College has a roll of 206 pupils aged from 13 to 18 years. Pupils are prepared for all National State Examinations up to and including University Scholarship. The school was established in 1914 under the auspices of the Presbyterian Church of New Zealand and is set on 30 acres of attractive grounds with a full range of modern amenities.

For conditions of appointment and further information please write to:- The Secretary, Iona College Council, P.O. Box 443, Hastings, NEW ZEALAND. Applications will close on 30th April 1984. (64516) 460000

THE SANDFORD ENGLISH COMMUNITY SCHOOL ADDIS ABABA, ETHIOPIA

This independent, Multi-national School, established in 1946 and having as its prime function the provision of education for children of the many representative nationalities resident in Addis Ababa, requires teaching staff as detailed below for the 1984/85 Session.

The School has a student complement of some 700 between the ages 4 and 18 years, in Infant, Junior and Senior Divisions.

An English based education is provided from the Infant stage onwards and University of London G.C.E. as well as Local Examinations are taken.

Applications are invited from well qualified teachers with experience in the following fields, to commence duties with effect from 1st September 1984.

INFANT DIVISION.
Class teachers for ages 4 yrs to 7 yrs.

JUNIOR DIVISION.
Class teachers for ages 8 yrs to 11 yrs.

SENIOR DIVISION.
MATHEMATICS, ENGLISH, SCIENCE, HISTORY: BOYS SPORT

Initial contracts are for two years and these are renewable. Salaries are in the scale 21,420–33,696 Ethiopian Birr gross per annum according to experience. The present (January 1984) rate of exchange is 2.9 Birr equals one (1) pound Sterling.

Free air transportation with baggage allowance is provided at beginning and end of contract and a return air fare to Kenya is provided in mid-contract for leave. Furnished accommodation is provided and medical expenses, excluding dental treatment, within Ethiopia are paid by the School.

Conditions could be particularly beneficial to married couples who both teach.

Letters of application, with detailed curriculum vitae and names and addresses of two referees should be sent to the Headmaster, Sandford English Community School, P.O. Box 30056 MA, Addis Ababa, Ethiopia, by AIR MAIL to reach Addis Ababa not later than 31st March, 1984.

Interviews will be conducted in UK by the Headmaster in April 1984. (2985)

NORWAY

Teachers with 5 or more years experience are required to teach at all Primary levels.

The contract is for 1 year with an opportunity to extend. Successful applicants will be required to commence duties on August 23rd 1984.

Please send curriculum vitae, copies of testimonials and names of referees, together with a telephone number at which you may be contacted to arrange an interview to:- Mrs Zelma Roisli, Principal, The Stavanger British School, Gauselbarkken 107, 4032 Gausel, Norway.

Applications will be considered only if accompanied by C.Vs. (65546) 460000

P.A.C.E.S.

Single and childless married teachers are invited to apply to join the P.A.C.E.S. Register. We have already started recruiting for September 1984 for English Speaking Schools in the Middle East. Minimum 2 years experience ; maximum age 50 yrs.

Please send stamped addressed envelope or £1 to P.A.C.E.S. 6b Eccleston Gardens, St Helens WA10 3BN. (50162) 460000

SOUTH AFRICA
SCIENCE TEACHERS
(Physics and Chemistry) required for senior classes from January 1985 by King Edward VII School, Johannesburg, South Africa.

King Edward VII School is an academic secondary school under the control of the Transvaal Education Department. It has an enrolment of 950 boys (201 Boarders), many of whom proceed to University. The School is an exempted school, i.e. it is responsible for its own matriculation examinations. Apart from a good academic record, the School is successfully involved in the cultural and sporting areas. The School is able to assist with accommodation.

Interested teachers are invited to write to the Headmaster before 9th March 1984 for further particulars, setting out full information concerning:-

Academic and professional qualifications (including statements of courses passed);

Teaching experience;

Other personal information;

Address and telephone number.

Arrangements will be made to hold interviews in London. King Edward VII School, St. Patrick Road, Houghton, 2198, Johannesburg, South Africa. (54955) 460000

SPAIN
ENGLISH INTERNATIONAL SCHOOL IN ANDALUCIA

Subject teachers are required in the following areas for September:

SPANISH - MATHS -

PHYSICS - E.F.L. - BOYS' & GIRLS' P.E. - BIOLOGY GENERAL SCIENCE - ENGLISH LANGUAGE & LITERATURE.

The ability to teach a combination of subjects would be an advantage in some cases.

JUNIOR & MIDDLE SCHOOL TEACHERS are also required. (Please give full details of Specialist Subjects and Interests).

Send C.V. photograph and a detailed personal letter of application and the names and addresses of 2 referees to: The Headteacher, Apt. 76, ESTEPONA, Malaga, Spain. (65890) 460000

SPAIN
RUNNYMEDE COLLEGE
Madrid

British Secondary Private coeducational day school of 260 pupils, requires qualified teachers with two years minimum teaching experience in UK for September to teach the following subjects.

1. Chemistry. The sole teacher from age 14 'O' and 'A' levels.
2. Art. The sole teacher to teach art throughout from eleven years to 'O' and 'A' Level.
3. Head of English Dept. (of three teachers) would teach throughout from 13 to 'O' and 'A' Level, Responsible for library and preferably some drama.
4. Assistant English Teacher throughout from eleven to 'O' and 'A'.
5. French to 'O' and 'A' Level from eleven years and main school spanish.
6. Integrated Science to first two years and biology and Physics to third year. Ability and willingness to introduce computer studies as extra curricular activities preferable. Ability to teach one first year Geography class advantage.

Own salary scale Spanish Social Security. Two-year renewable contract.

Interviews to be held by March.

Write for details and application form to Headmaster, Calle Del Arga, 9, Madrid-2, Spain. Tel: 010-34-1-4572527. (65652) 460000

SPAIN

Dedicated Teacher required Sept. 1984. Minimal wages. British School on the coast 150 pupils. Maths 10 - 15 years, Science 11 - 16 years, Physics to 'O' Level.

C.V. to Headmaster, Sierra Bernia School, Alfaz Del Pi, Alicante. (54750) 460000

SUMMER TEACHING JOBS IN AMERICA - Work on US childrens' summer camps, June to August; see ad under HOLIDAYS AND ACCOMMODATION. (56235) 460000

SWITZERLAND
LYCEUM ALPINUM
7524 Zuoz/Switzerland

POST 1. Seeks P.E./Games teacher from 14th May 1984. Ability to teach cricket and some knowledge of German required.

Salary negotiable.

POST 2. Two Cricket Assistants (one qualified P.E. teacher) required from May 15th to August 2nd to assist Games Master. Knowledge of German desirable.

Pocket money, board and lodging.

Send C.V. and photo to R. Myrsep - Lyceum Alpinum Zuoz. (65170) 460000

TURKEY
THE TURKISH EDUCATIONAL SOCIETY

KAYSERI COLLEGE
Turkey

QUALIFIED TEACHERS are required for September 1984 in ENGLISH, MATHS, SCIENCE.

Contracts are for two years initially; full air fares and baggage allowance being payable at the beginning and end of the contractual period. Family accommodation in free and attractive salary.

One third of this salary is transferable to the U.K. The candidates who have teaching certificates from Department of Education and Science are preferred.

Written applications with curriculum vitae and a recent photo to: The Head of Foreign Staff, Kayseri College, P.K.26 Kayseri-Turkey.

Further details will be supplied on request. (65245) 460000

WEST GERMANY
BRITISH HIGH SCHOOL
Bonn

Required for September 1984 for this newly established, multi-national, mixed ability, co-educational day school for pupils 13+ years.

Graduate Maths/Science teacher who is prepared to act also as a form teacher and help in other areas of the curriculum. Sport/Computer Studies/Library etc.

Applicants should send curriculum vitae with referees as soon as possible to:- Head of Administration, British High School, Bonn, Gotenstrasse 50, 5300 Bonn 2, West Germany. (54969) 460000

NEW ENGLISH SCHOOL
Toulouse
Primary School Teacher
Scale 2 - From Sept. 1984

Required a primary school teacher to be responsible for the teaching of English to pupils attached to a French State School, from age 6 to 11, and who are the children of British Parents working in Toulouse on The Airbus Project.

The successful candidates for this challenging new post will be an enthusiastic teacher of proven ability and experience, with a good working knowledge of French.

Salary will be based on Burnham scale with additional cost of living allowance. The contract will be initially for three years renewable annually thereafter.

Please apply, enclosing full C.V. and name and address of two referees to: J.A. Kirk, British Aerospace, (Toulouse Office), Hatfield Chester Division, Hatfield, Herts. (65195) 460000

COMMONWEALTH TEACHER EXCHANGE

Applications are invited immediately from U.K. teachers wishing to exchange posts with similarly qualified Canadians for one year from September 1984. Normal U.K. salary paid plus return air fare and personal allowance. Following subjects areas available:

General Primary subjects

Special Education

English (Literature, Language, ESL)

History

Mathematics

Remedial/Library

Further Education.

Vacancies are also available in Australia. (65199) 460000

PRIVATE language school requires TEFL teachers with experience for its Brussels school. Career possibilities.

Answer Box No. TES 00124, Priory House, St John's Lane, EC1M 4BX. (54131) 460000

Administration Local Education Authority

DERBYSHIRE EDUCATION COMMITTEE
CAREERS SERVICE CAREERS OFFICERS

Applications are invited from experienced or student Careers Officers for the following eight additional posts in the Derbyshire Careers Service. The posts are for generic Careers Officers unless otherwise stated.

HIGH PEAK AND WEST DERBYSHIRE AREA

One post based at Buxton Careers Office

NORTH EAST DERBYSHIRE, CHESTERFIELD AND BOLSOVER AREA

One post based at Chesterfield Careers Office and one at Staveley Careers Office.

Both these posts are for experienced officers who will have special responsibility for advice to academically more able young people.

AMBER VALLEY AND EREWASH AREA

Two posts based at Alfreton Careers Office and one at Long Eaton Careers Office.

DERBY AND SOUTH DERBYSHIRE AREA

Two posts based at Derby Careers Office.

Applicants for the above posts should be graduates or equivalent and hold or expect to obtain the Diploma in Careers Guidance.

The salary scale for all posts is Scale 4/5/6 (£6,264 - £8,712) with automatic progression to Scale 5 (£7,191) upon satisfactory completion of the probationary year. Officers with special responsibility for advice to the academically more able to be appointed on Scale 6.

A casual car user allowance is attached to each post.

There is a scheme of financial assistance for newly appointed staff which includes removal, lodging and relocation allowance.

Further details and forms of application may be obtained by sending a SAE to the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG. Tel: Matlock 3411, Ext. 6564.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

[illegible] 1984. (65262) 460000

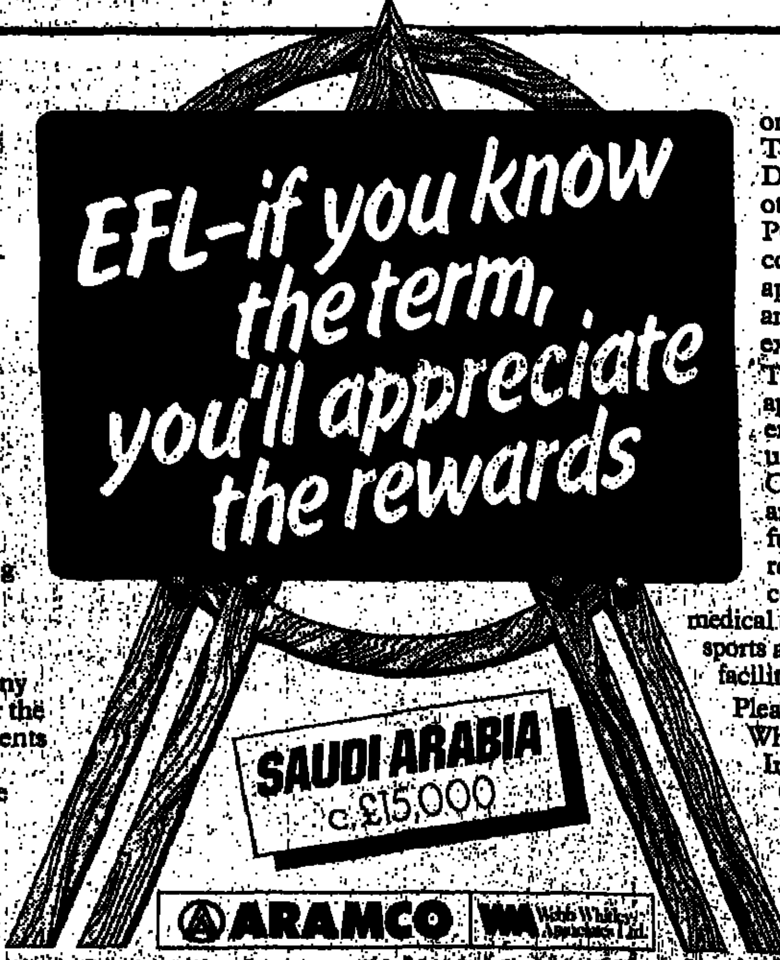
As the world's largest oil producing company, Aramco attaches great importance to first-class training. This approach is reflected in:-

Sophisticated programmes, covering the widest range of academic and industrial subjects;

Advanced facilities including 30 superbly equipped industrial training centres, two of which are brand new;

Highly-qualified teaching staff – some 700 are currently employed of whom 60 are British.

EFL is a key part of many courses, particularly for the 10,500 Saudi Arab students in training at present. Additional Teachers are required, with *either* a degree or Cert Ed in English, Linguistics



or Languages plus 4 years' TEFL experience; *or* Degree or Cert Ed in other disciplines plus a PGCE with TEFL component; *or* an RSA approved TEFL course, and 4 years' TEFL experience.

These unaccompanied appointments offer open-ended contracts with the usual tax advantages. Conditions are excellent and include low rent furnished accommodation, regular UK leave with company paid airfares, free medical care and first-class sports and recreational facilities.

Please send full cv to: Webb Whitley Associates Limited, International Recruitment Consultants, 45 Kensington High St., London W8, Quoting ref: EFL/109.

ARAMCO — Webb Whitley Associates Ltd
Nine-leave schedule
partners in progress

EDUCATION DEPARTMENT INSPECTORATE
General Inspector - BUSINESS STUDIES & ECONOMICS
Soulbury Main Range £16,008-£17,262
(equivalent to Burnham Head Teacher Group 10)

General Inspectors have oversight of a group of Primary, Secondary and Special Schools in one of the three management areas of the City, with city-wide responsibility for a subject or other specialism.

Birmingham is one of 14 Local Education Authorities which have been awarded a Technical Vocational Education Initiative pilot project. There are also developments concerning the establishment of a Convention Centre which will, hopefully, result in an expansion of commerce and business within the City. Considerable emphasis will, therefore, be attached to expertise in business studies.

Previous candidates need not re-apply.

Candidates may obtain application forms (returnable by Friday 2nd March, 1984) and further details from:-

The Chief Education Officer, Personnel Branch, Education Office, Margaret Street, Birmingham B3 3BU. Telephone: 021-235 2601.
Canvassing will disqualify.
AN EQUAL OPPORTUNITIES EMPLOYER

BIRMINGHAM CITY COUNCIL

ADMINISTRATION
continued

CAMBRIDGESHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT

INSPECTOR FOR SCIENCE AND HEALTH EDUCATION

Soulbury Group 8 £13,523, £15,189

Required from September 1st, 1984 a Second County Science Inspector, to work from the Northern Area Office, Peterborough.

The postholder will carry County brief for Science with extra responsibility for Health Education. An interest in primary science and safety in science will be an added advantage.

Assistance with housing may be available.

Further particulars and application forms available from, and should be returned to Chief Education Officer, Shire Hall, Castle Hill, Cambridge CB3 0AP. Tel: Cambridge (0223) 317920. Closing date 15th March 1984. (54737) 460000

EAST SUSSEX COUNTY COUNCIL
COMMUNITY CAREERS OFFICER

£7,1[illegible] - £7,8[illegible]

Applications are invited from qualified and experienced Careers Officers for this post at Uplands Community College, Wadhurst.

This is an innovative experimental project at a Community College. The person appointed will work closely with the College, contributing to an integrated system of academic pastoral and vocational guidance. Work in the wider community will be encouraged.

Application forms and details from County Education Officer (SCB), PO Box 4, Lewes, East Sussex BN7 1SG. Tel: Lewes (0273) 75400, Ext. 355.

Completed application forms should be returned within two weeks. (54495) 460000

HERTFORDSHIRE
CASSIO COLLEGE
Langley Road, Watford, Herts. WD1 3RH
CHIEF ADMINISTRATIVE OFFICER
GRADE SO1/2

Required from 1 April 1984 or as soon thereafter as possible. Applications are invited from well qualified and experienced candidates for this important post in this large college of further education. (Group 6). The appointee will be member of the management team with responsibility for administrative support and maintenance services of the college. Salary £9,060 - £9,660 to bar SO2 £9,945 - £10,539 plus fringe allowance £282.

Application forms and further details from the Principal, at the above address. Sae please.

Closing date 2nd March 1984. (54316) 460000

ROTHERHAM
METROPOLITAN COUNCIL

DEPARTMENT OF EDUCATION

ED.10 PRINCIPAL ASSISTANT OFFICER, FURTHER EDUCATION

Salary: P.O.2(3) £13,065 - £14,379 p.a.

Applications are invited from candidates with suitable qualifications and experience for this fourth tier post.

The main duties will involve assisting the Assistant Director, Further Education in the preparation of reports for sub committees and governing bodies and the curriculum and financial development in F.E. Colleges. Functions of the section include Further Education, Community Education, Careers Service, Youth Service, Awards and M.S.C. initiatives within the Authority.

Closing Date: 5th March, 1984.

Further details of the post are available from the Director of Educaton, Norfolk House, Walker Place, Rotherham and letters of application should be submitted to the same address.

W.B. Mussett, Director of Personnel Resources. (50610) 460000

Leicestershire
DIRECTOR OF EDUCATION
£26,685 - £29,535 p.a. (plus compound car allowance)

Mr. Andrew Fairbairn, the County Council's Director of Education, will be retiring on 31st August, 1984. Applications are invited from suitably qualified people for this key chief officer post.

Applicants must be graduates with teaching experience and must be able to demonstrate considerable general experience of education administration at a very senior level.

Applicants must also be able to demonstrate a proven record of achievement and of carrying major responsibility in the field of education administration. The County Council is looking for someone who will commit themselves to Leicestershire and who will bring to the post an ability to combine imagination and ideas with very hard work.

The successful applicant will be a member of the Chief Officers' Management Team and will be expected to take a full part in the corporate management of the Authority under the leadership of the Chief Executive and County Clerk.

For further details and an application form (returnable by Friday, 2nd March, 1984) contact the Manpower Services Officer, Chief Executive and County Clerk's Department, County Hall, Glenfield, Leicester LE3 8RA (telephone: 0533 871313, extension 604).

EQUAL OPPORTUNITIES POLICY:
Applications are welcome from suitably qualified and/or experienced people regardless of race, ethnic origin, religion, sex, marital status or disability

Education Department
PRINCIPAL OFFICER
Major Establishments of F.E.
PO2(b) £13,395–£14,709 p.a.

Applications are invited from well qualified and experienced candidates for this senior post in the Further and Community Education Branch. Duties involve close links with all Essex Colleges in the area of course provision, including particular attention to the development of Youth Training Scheme programmes.

Closing date: 2nd March, 1984.

Application forms and further details available from County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD. Tel: 0245 267222, Ext 2626. (2911)

ESSEX County Council

LONDON BOROUGH OF RICHMOND UPON THAMES

Required for September, 1984, or earlier if possible

Subject Inspector for Craft, Design and Technology

Soulbury (Soulbury) Headteacher, Group 6
Currently £12,909 to £14,142
(inclusive of Outer London Allowance)

Applicants for this new appointment should have successful teaching experience together with a sound knowledge of current curriculum development in C.D.T. A T.V.E.I. scheme involving all the Authority's 11-16 comprehensive schools and its tertiary college has been provisionally accepted for funding by the M.S.C. One of the first concerns of the man or woman appointed will be to develop new modular courses as part of the T.V.E.I. project.

Forms and further details (s.a.e.) from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable by Monday, 27th February 1984. (2755)

Metropolitan Borough of WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

CHIEF INSPECTOR OF SCHOOLS
£17,277-£18,561

Newly created post requiring experience in the work of an inspectoral/advisory service and an ability to provide leadership for a team of inspectors.

INSPECTOR OF SCHOOL (PHYSICAL EDUCATION) £13,953-£15,189

Considerable specialist knowledge and experience in physical education for this post responsible for physical education throughout all age ranges, in addition to general responsibility for a group of schools.

ASSISTANT EDUCATION OFFICER
£12,408-£13,725

To share a responsibility for teachers, pupil administration, school management and the implementation of general education policies in schools, teaching qualification and experience essential.

Generous removal and relocation allowances in accordance with the Council's scheme.

Application forms for all three posts from Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside (051-647 7000, Ext. 355) returnable by 8 March. (2941)

EDUCATION DEPARTMENT
DEPUTY CHIEF INSPECTOR
£16,995–£18,249 pa

A graduate with successful experience at a senior level in the Education Service including the Inspectorate is sought to assist in the management of the Authority's Inspectorate thereby contributing personally to the quality of Educational provision within the Borough and carrying particular responsibility for the vocational-orientation and the practical aspects of the curriculum.

Please quote reference EDO12. Closing date 9th March, 1984.

PRINCIPAL OFFICER
£13,365–£14,022 pa

An energetic, competent and well qualified person is required to assist the Education Officer, General Services, in providing a full logistic support to the Borough's Education Service.

Please quote reference EDO13. Closing date 9th March, 1984.

Further details and application forms available from the Personnel Section, Room A/204, Town Hall Annexe, New Broadway, Ealing W5 2BY. Tel: 01-840 1995 (24 hour service).

All salaries are inclusive of London Weighting Allowance.
All posts are open to male and female applicants unless otherwise stated.
Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply. (2946)

Ealing London Borough

EDUCATION DEPARTMENT
Section Head (Special Services)
£8,781–£9,339 p.a. inc.

The successful applicant for this new post, will be responsible to the Principal Administrative Assistant (Awards and Special) for three administrative staff dealing with special education and aids to pupils.

Form and further details from Non-Teaching Personnel Section Education Department, Regal House, Twickenham TW1 3QB (01-891 1433 Ext. 280) returnable by 2nd March, 1984.

London Borough of RICHMOND UPON THAMES (2931)

THE LONDON BOROUGH OF CROYDON

Applications are invited from good honours graduates for appointment as:

General Inspector with responsibility for Special Needs and Pre-school Education

The candidates appointed will be responsible for the development of pre-school education and the education of children with special needs and the implementation in school of the 1981 Education Act.

Salary: Soulbury – Headteacher 10; £16,008–£17,262 plus London Area Allowance of £645. A car allowance is payable.

Application form and further details are obtainable from

The Director of Education,
Education Department (TAS), Taberner House,
Park Lane, Coydon CR9 1TP.
(Tel: 01-686 4433, Ext. 2674)

To whom they should be returned by Friday, 2nd March, 1984. (2981)

ADMIN LEA

continued

OXFORDSHIRE

THE UNIVERSITY OF OXFORD
SCHOOLS SCIENCE AND TECHNOLOGY CENTRE
APPOINTMENT OF COORDINATOR

Applications are invited for the post of co-ordinator of the Schools Science and Technology Centre. This appointment will be closely linked with the Science Faculties of the University, the work of teachers in the region, and the Department of Educational Studies. The appointment will be for a period of three years from 1 September 1984, which may be extended for three further years, and will be on Burnham Scale 4.

Further details can be obtained from The Director, University of Oxford Department of Educational Studies, 15 Norham Gardens, Oxford OX2 6PY, to whom applications should be returned by FRIDAY 9 MARCH 1984. (65162) 480000

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
ASSISTANT DIRECTOR OF EDUCATION - DEVELOPMENT
£12,408 - £13,725

Applications are invited for this fourth tier post from graduates with teaching and administrative experience in an Education Office.

Responsibilities include certain Schools and Further Education administrative duties, research, major and maintenance building programmes, etc.

The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officers' team.

Application forms and further particulars are obtainable from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN (Tel: Sunderland 76161, Ext. 15) (s.a.e.) and must be returned by 9th March, 1984. (54207) 480000

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
SENIOR ASSISTANT DIRECTOR OF EDUCATION (FURTHER EDUCATION)
(£14,034 - £15,357)

Applicants must be graduates and should have appropriate teaching and administrable experience.

The responsibilities of the post are for the conduct of one of the major branches of the Education Service and are mainly concerned with the Polytechnic, two large colleges of further education, a substantial youth, adult and community education service, the careers advisory service and the awards schemes. The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officer's team. The officer appointed will be expected to take a positive role in stimulating new developments in all aspects of Further Education.

Application forms and further particulars, obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN, Tel: 76161, Ext. 15 on receipt of a stamped addressed foolscap envelope, must be returned to him by 9th March, 1984. (54208) 480000

LONDON BOROUGH OF RICHMOND UPON THAMES

Technical and Vocational Education Initiative

Required for September, 1984, or earlier if possible

T.V.E.I. Project Director

Salary (Soulbury) Headteacher, Group 10 (currently £16,653 to £17,967 inclusive of Outer London Allowance)

Richmond upon Thames is one of three Outer London Boroughs whose TVEI proposal has been provisionally accepted for funding by the Manpower Services Commission.

The Project Director will have general responsibility for the development and operation of the project in the Borough. This involves all the Authority's 11-16 comprehensive schools working together with a tertiary college responsible for all post-16 education in the borough.

Applicants should have a proven record of success in schools and/or further education, together with the professional and personal qualities needed to give positive leadership.

The person appointed will become a permanent employee of the Authority.

Forms and further details (s.a.e.) from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable by Monday, 27th February 1984. (2754)

ilea Inner London Education Authority

Inspector for Art and Design

(District Rank)

Revised advertisement

Salary range £17,184–£18,624 plus £1,284 London Weighting Allowance

To join a team of inspectors for Art and Design with duties in further, higher, and community education.

Applicants should possess appropriate qualifications and have wide teaching experience including some in a senior post in further or higher education. (Suitable for job-sharing).

Application forms and further details are available from the Education Officer (EO/Estab 1B) Room 365, County Hall, London SE1 7PB. Closing date for the return of completed applications to the above address is 6th March 1984.

All applicants will be given equal consideration irrespective of sex, age, disabilities, race, colour, ethnic or national origins, marital status, sexual orientation, family responsibility, trade union activity, religious or political belief. (2936)

METROPOLITAN BOROUGH OF Rochdale

EDUCATION DEPARTMENT

SPECIALIST CAREERS OFFICER

(Immigrants)—Scale 6 £8,184–£8,712

This post co-ordinates the delivery of a careers guidance, job and training placement and follow-up service to young people from ethnic minority groups in accordance with the Authority's statutory responsibilities under the Employment and Training Act, 1973. Duties will include working with young people in schools, colleges, government training schemes and those registered as unemployed. The appointee will work closely with others concerned with the welfare of the local ethnic community. Applicants should be graduates and preferably hold the professional qualification for work in the Careers Service ie, the Diploma in Careers Guidance. Previous experience in the Careers Service is desirable.
A casual user car allowance is payable, therefore, applicants should possess a full current driving licence.
Assistance with removal expenses etc and housing accommodation may be available.
Application forms available (Quote Ref G637) from the Chief Personnel Officer, PO Box 65, Municipal Office, Smith Street, Rochdale OL16 1XG. (Tel: 47474, Ext 662), to be received not later than 2nd March, 1984. (2919)

WALES

WELSH NATIONAL SCHOOL OF MEDICINE

(University of Wales)

Applications are invited from persons with graduate or equivalent qualifications for the post of Senior Administrative Assistant. Previous experience of University administration is not essential but will be an advantage.

Salary within the range £6,310 - £11,615 with possible progression to £14,125. The commencing salary point will be dependent upon qualifications and experience.

Further particulars (quoting Ref. No. A5/68) available from the Registrar and Secretary, Welsh National School of Medicine, Heath Park, Cardiff CF4 4XN (Tel: 0222 755944, Ext. 2296) to whom applications should be submitted by 12th March, 1984. (54768) 480000

Tameside Metropolitan Borough

Technical and Vocational Education Initiative

PROJECT CO-ORDINATOR

Following provisional acceptance by the Manpower Services Commission of its submission for Phase 2 of the T.V.E.I., Tameside is seeking to appoint a PROJECT CO-ORDINATOR to take up post from 1st May 1984 or as soon as possible thereafter.

Salary will be Burnham Headteacher Group 9 and the conditions of service N.J.C. with a casual car user allowance.

Applicants should have experience in some or all of the following areas:
(a) L.E.A. Advisory/Administrative work
(b) Secondary School Teaching/Management
(c) F.E. Teaching/Management
(d) Industrial/Commercial employment
(e) Education/Industry Liaison

Further details and application forms are obtainable from The Director of Education, Council Offices, Wellington Road, Ashton-under-Lyne OL6 6DL to whom completed forms should be returned by Monday 5th March 1984. (2950)

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION COMMITEE

INSPECTOR/ADVISER
For Science and for Languages (Two posts)

Salary Scale: Soulbury Group 3 Headship (£13,953 - £15,189)
Applicants are invited for two newly created posts in the Authority's Inspectorate:
(a) Inspector/Adviser for Science
(b) Inspector/Adviser for Languages

The appointments will take effect from 1 September 1984.
The successful candidates will have good academic and professional qualifications and wide experience in a variety of situations including the holding of a senior post in a school.
Experience of advisory work though not essential would be an advantage.
All Inspectors have a general responsibility for a group of schools in addition to their specialist responsibility.
Application forms and further particulars from the Director of Education, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR. Closing date 2 March 1984.
Wolverhampton is an equal opportunities employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (2875)

WOLVERHAMPTON centre of progress

Administration General

BIRMINGHAM INNER CITY DEVELOPMENT PROGRAMME
DEVELOPMENT OFFICER for THE DUKE OF EDINBURGH'S AWARD SCHEME

One year appointment from the 1st April 1984. Extension of project applied for.

To promote the Duke of Edinburgh's Award Scheme in the Inner City areas through any natural grouping of young people in the 14 to 25 age range including schools, voluntary youth organisations and Y.T.S. projects.

Applications are invited from qualified and experienced youth and communty workers with proven administrative ability.

Salary Scale J.N.C. Range 4, Points 1 - 5 (£8,646 - £9,714).

Application forms from the Award Office, 25 Spring Road, Edgbaston, Birmingham B15 2HA. Tel: 021-440 6442. Closing date for application 10th March. (61396) 500000

LINCOLN

THE ROYAL SOCIETY FOR NATURE CONSERVATION AND WATCH

Require a PUBLICATION OFFICER.

Salary in range £5,070 - £6,410 (under review).

Applications are invited for the above post. We are looking for a person who can offer.

* a creative approach to interpreting wildlife and its conservation to the public, particularly young people.

* a flair for writing possibly gained in journalism or publishing.

* a personal commitment to nature conservation.

Send SAE for further details. These should be read before applying to: R.S.N.C. (Publication Officer), The Green, Nettleham, Lincoln LN2 2NR. Closing date: 9th March 1984. (65167) 500000

NORTH YORKSHIRE COUNTY COUNCIL

COUNTY EDUCATION OFFICER

Salary: £25,863-£28,143 (Fulcrum +3)

Applications are invited for the post of County Education Officer which becomes vacant on 1st August, 1984, on the retirement of the present holder.

The person appointed will have responsibility to the County Council for the education service provided for a population of some 666,600 within an area of over 2 million acres. As well as motivating and controlling the Education Department, the County Education Officer will be expected to make a major contribution to the corporate management team. This challenging and demanding position is based at Northallerton.

Further details and an application form are available from the Chief Executive and Clerk of the County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD. (Telephone: Northallerton 3123 Ext. 636 or 622). Closing date: 14th March, 1984.

Department of Education and Science
HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointments as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

SECONDARY EDUCATION

Home Economics: Ref 3/84

Candidates should have good specialist qualifications and substantial experience of teaching Home Economics in schools. Experience at a senior level in schools, or in teacher training or of advisory work would be an advantage.

Music Ref 4/84

Candidates should have a degree or an equivalent qualification in music. It is essential that they should have substantial experience of teaching music in schools; it would be an advantage to have had some experience of teaching music in multi-ethnic schools. Relevent experience in teacher training institutions or in the advisory service would be an additional advantage.

Candidates with experience in industry or in careers other than education may apply, but it is important that they should normally have completed at least 6 years teaching of the relevant subject.

Those appointed will have opportunities to take part with other HMI in work related to current developments such as the Lower Attaining Pupils Programme, the Technical and Vocational Education Initiative, and the White Paper on Teaching Quality.

FURTHER AND HIGHER EDUCATION

Art and Design: Ref 5/84

Candidates should have good specialist qualifications and experience of teaching fine art, or photography, or film and television studies, or design, or graphics in further and higher education. Experience is sought in the teaching of these subjects in single or combined subject degrees, DATEC, and in the application of these subjects to the education of teachers and other professions.

Business and Management Studies: Ref 6/84

Candidates should have academic or professional qualifications in a major aspect of business or management studies.

Teaching experience in a senior post in further or higher education is essential and experience of employment outside the education service is desirable. For some of the vacancies a professional qualification in accounting or company secretaryship is desirable. Recent experience of introductory pre-vocational and adult retraining programme sponsored by the MSC, the LEAs and other agencies will be an advantage.

Economics: Ref 7/84

Candidates should have good specialist qualifications, and experience of teaching economics and related disciplines in further and higher education. Experience is sought in teaching the subject in single, joint honours or combined subject degrees, and in the applications of this subject in business studies, and to the education of teachers and other professions.

HIGHER EDUCATION AND TEACHER TRAINING

Social Science: Ref 8/84

Candidates should have appropriate qualifications and substantial and varied experience of teaching in sociology, psychology, social policy or social administration.

Experience is sought in the teaching of the subjects in single, joint Honours or combined subject degrees, and/or in the application of the subjects to the education of teachers and other professions.

Humanities: Ref 9/84

Candidates should have appropriate qualifications and substantial and varied experience in the teaching of English, History, Geography, French or Drama in higher education, in relevant single, joint Honours or combined subject degrees, or in the training of teachers.

Qualified teacher status and experience of teaching in schools would be additional qualifications for some of these posts.

Starting salary for all posts is within the range £15,600–£20,600 (higher in London). Relocation expenses of up to £3,000 may be payable.

Application forms to be returned as soon as possible (and not later than 8 March 1984) may be obtained from Mr E. D. Foster, Department of Education and Science, Room 16/17, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222, extension 2788 or 2287.

Please quote the appropriate reference. (14203)

ADMINISTRATION GENERAL

continued

SHEFFIELD

Y.W.C.A. Sheffield, require General Secretary - Co-ordinator/Administrator whose responsibilities include management of 9 bedded Residence/Community Centre, Staff supervision, public relations and fund raising.

Previous experience of administration essential, of Hostel work an advantage. Salary negotiable.

Apply in writing enclosing full C.v. and names of two referees to:- Mrs. E. Wells, General Secretary, p.p. Chairman of Branch Management Committee, Palle House, 255 Pitsmoor Road, Sheffield S3 9AQ. (50675) 500000

LONDON

POSITION AVAILABLE Administrator/Secretary. Required for Ballet School in Covent Garden.

Must have experience in Administration and preferably experience with School organisation.

Send Curriculum Vitae to: Administrator, The Urdang Academy of Ballet and Performing Arts, 20/22 Shelton Street, London WC2. (54987) 500000

LONDON

ASSOCIATION FOR JEWISH YOUTH
DIRECTOR OF ADMINISTRATION (vacancy due to retirement). £8,500 to £11,000. For a suitable qualified and experienced applicant an additional responsibility allowance may be available with this post.

Details from the Executive Director, Association for Jewish Youth, 50, Lindley Street, London E1 3AX. (Tel: No. 790 6407). Closing date for applications, Thursday, 1st March, 1984. (54218) 500000

NORTHERN COUNCIL FOR FURTHER EDUCATION

SECRETARY

The Council invites applications for the post of Secretary consequent upon the retirement of the present Secertary on 30th September 1984. The successful applicant will be required to assume office on 1st October 1984.

The Council is one of ten Regional Advisory Councils in England and Wales and also has an examining function for a range of further education courses.

Applicants must be graduates with administrative experience at a high level in further and higher education: teaching and/or industrial or commercial experience are additional desirable qualifications.

The Conditions of Service will be those of the Joint Negotiating Committee for Chief Officers of Local Authorities. The salary will be in accordance with the JNC scale at the minimum point for a population group of 150,000–250,000 together with the appropriate increments (currently £18,267 – 3 x £492 – £19,743).

The post is superannuable and carries an essential user car allowance.

Assistance will be given with re-location expenses.

Further particulars and forms of application (returnable not later than 7th March) may be obtained from the Secretary to the Council, 5 Grosvenor Villas, Grosvenor Road, Newcastle upon Tyne, NE2 2RU. (2727)

SCHOOL CURRICULUM DEVELOPMENT COMMITTEE (SCDC)

The SCDC is jointly funded by the Department of Education and Science and the Local Authorities. Its role is to review, evaluate, initiate and disseminate current and new curriculum development work relevant to primary and secondary school education in England and Wales. The Committee have recently appointed Keith McWilliams as its Chief Executive and is in the early stages of developing its policies, work programme and organisation. The SCDC works in close collaboration with the Secondary Examinations Council. Both bodies are based in Notting Hill Gate, London W11. The SCDC has an office in Cardiff (Committee for Wales) and intends to have an officer based in the North.

The Committee now wishes to make the following appointments:

Deputy Chief Executive
Secretary for the Welsh Committee
Professional Officers

Deputy Chief Executive

The Deputy Chief Executive will be responsible for the day-to-day management of the professional, executive and administrative staff of the SCDC and will assume overall responsibility for the Committee for Wales.

The successful candidate for this post must possess:
* senior administrative/managerial experience in a L.E.A., or education establishment – other relevant experience can be considered
* the ability to make a significant contribution to policy development and implementation in a major area of the Committee's work
* the ability and interest to assume overall responsibility for a number of research projects undertaken on behalf of the SCDC
* a clear commitment and motivation to furthering the aims of the SCDC and the ability to represent its interests both within the educational field and with interested bodies outside.

This senior post will carry a salary within the range, £16,343 – £20,794 and will be covered by a non-contributory pension scheme.

Secretary for the Welsh Committee

The Secretary for the Welsh Committee will be responsible for managing the day-to-day work of the Welsh Committee staff and in addition;
* will have the specific responsibility for advising the SCDC on the special needs of schools and pupils in Wales
* will be responsible for insuring that SCDC objectives are met in Wales
* will liaise closely with the Deputy Chief Executive.

Professional Officers

The Professional Officers will be responsible for developing and implementing the policies, projects and programmes of the SCDC and managing the work of executive and administrative staff. The majority of these posts are based in London but there will be one post in the Leeds area and one in Cardiff, serving the Committee for Wales. The Committee hope to attract candidates from a wide range of backgrounds and relevant experience and therefore will be prepared to appoint at either SEO or Principal level dependent on seniority and experience. Successful candidates for these posts must be able to demonstrate the ability to contribute to curriculum development in one or more specialist subjects. Additional requirements are as follows:
* the ability to build effective working relationships with individuals and representatives outside the SCDC on curriculum matters
* skills and experience in staff management and committee administration
* the willingness to travel throughout England and Wales as representatives of SCDC at meetings, conferences and visits to schools
* candidates with experience of one or more of the following would be particularly welcome:–
  * educational research project management and evaluation
  * primary, secondary or tertiary education experience as a teacher or adviser
  * familiarisation with industry and commerce preferably gained through direct experience
  * in the case of the Cardiff post, familiarity with the Welsh language is desirable.

These posts will carry a salary within the range £9,750–£16,750 (the posts based in London will carry an additional £1,250 London Weighting Allowance) and will be covered by a non-contributory pension scheme.

Applicants for the above posts should contact the Personnel Officer for an application form and further details. The completed form should be returned no later than the 2nd March 1984. It is anticipated that the successful candidates will be in post by September 1984.

School Curriculum Development Committee
Newcombe House
34 Notting Hill Gate
London W11 (2892)

Child Care

KENT

ASSISTANT HOUSE STAFF REQUIRED immediately. Residential or non-residential vacancy for child care staff. Hours 7 a.m. - 10 a.m. and 3 p.m. - 10 p.m. Some shift. Some weekends. Normal school holidays. Small group autistic young adults in either Junior or Senior Hostel age range 7 - 15 or 15 - 25 years. Clean driving licence an advantage. N.A.S. scales and conditions similar to N.J.C.

Apply in writing only to The Principal, The Helen Allison School, 29 Overcliffe, Gravesend, Kent DA11 0EH giving curriculum vitae and two references. Please enclose s.a.e. (65126) 540000

KENT

SENIOR HOUSEPARENT REQUIRED
This senior post has the advantage of a self contained flat. Couple considered. Immediate vacancy for people interested in working in Termly Boarding Hostel. Age range 15 - 25 years. Rewarding work with other go-ahead and imaginative young staff. Ability to provide leadership essential. Clean driving licence an advantage. Normal school holidays. N.A.S. scales and conditions similar to N.J.C.

Apply in writing only to The Principal, Gravesend, Kent DA11 0EH giving curriculum vitae and two references. Please enclose s.a.e. (65125) 540000

LINCOLNSHIRE

HOUSEPARENT

Caistor

RCO2 £6,007 - £6,864

Required for September 1984 for 40 working weeks per year. Hours by arrangement. Salary is inclusive of 22¼% allowance in lieu of overtime.

The person appointed will be expected to be resident in the school + to be responsible for the pastoral care in the 6th form boarding house for girls. Some teaching is available if the subjects fit.

Written applications should be made to the Headteacher, The Grammar School, Church Street, Caistor, Lincoln (enclosing SAE) detailing age, experience and the names and addresses of two referees by 28th February 1984. (50690) 540000

NORTHAMPTONSHIRE

EGERTON HOUSE SCHOOL is a boys CHE controlled by Northamptonshire County Council Social Services.

It caters for 29 Junior/Intermediate boys who show symptoms of disturbed behaviour.

We operate 52 week Care and our catchment area includes the whole of the County and the Channel Islands.

Our educational programme is basically remedial but we do run a C.S.E. timetable for the more able youngsters.

Brackley is a most welcoming town and we have the co-operation of excellent local organisations plus the schools.

Interested persons are most welcome to visit. Please contact: Gordon Wright, The Principal, Tel: Brackley 702375. (54312) 540000

Education Psychologists

NORTHUMBERLAND

COUNTY COUNCIL
EDUCATIONAL - PSYCHOLOGIST
£10,851 - £14,283

Applications invited from candidates having honours degree in psychology, or equivalent, and post graduate training in educational psychology, who are qualified teachers with teaching experience.

Applications from those completing training as educational psychologists this year welcome.

Application forms (foolscap sae) returnable 7.3.84, from Acting Director of Education, County Hall, Northpeth NE61 2EF. (61398) 560000

NORTHUMBERLAND

COUNTY COUNCIL
Applications invited from teachers interested in training as educational psychologists and willing to work for Northumberland Education Authority for at least 2 years after qualification.

Candidates should have an honours degree in Psychology, or equivalent, together with teacher training and experience.

Salary - Burnham Scale 3 points 4 - 9. Training involves 1 or 2 year post graduate course leading to higher degree in educational psychology. Appointment to post would be conditional upon candidates, with support of authority, gaining a place on an appropriate course.

Application forms (foolscap sae) returnable 2.3.84 from Acting Director of Education, County Hall, Northpeth NE61 2EF. (61399) 560000

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
EDUCATIONAL PSYCHOLOGIST

Salary range: £8,454 p.a. - £14,253 p.a.

Applications are invited from fully qualified educational psychologists or from those currently attending recognised courses of training for a vacancy which has arisen following the promotion of the current post-holder.

The successful applicant will join an existing team of 7, and must be willing to develop new approaches to working with children with special educational needs. Duties will involve providing a comprehensive psychological service to a specified group of schools, assessment of children, in-service training and work with families and other agencies. The post offers scope for initiative and opportunities for developing individual interests.

Application forms and further details from the Chief Education Officer, Education Office, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG.

Closing date - two weeks from the appearance of this advertisement. (65151) 560000

ST. HELENS

BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
Educational Advisory Unit
EDUCATIONAL PSYCHOLOGIST
Salary Scale £11,765 - £14,253

Applications are invited from fully qualified Educational Psychologists and from students expecting to qualify this year. Essential car user allowance available.

For application forms and further particulars contact Julie Hill or Gillian Turner on St. Helens 24061 Ext. 2469 and return completed forms to The Personnel Officer, Town Clerk's Department, Town Hall, St. Helens WA10 1HP by 29th February 1984.

As part of the Council's Equal Opportunity policy, applications are welcome from people regardless of disability, [illegible] 560000

Examiners

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

(Certificate of Secondary Education)

Applications are invited for the following posts:-

CHIEF EXAMINER IN BIOLOGY (SYLLABUS 2)

CHIEF EXAMINER IN TECHNICAL DRAWING

CHIEF EXAMINER IN TECHNICAL GRAPHICS

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Nottingham NG8 3NR to whom completed application forms should be returned not later than Monday 5th March 1984. (65376) 600000

NEWCASTLE UPON TYNE

THE NORTH REGIONAL EXAMINATIONS BOARD

for the

CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following posts for the 1986 CSE Examinations.

CHIEF EXAMINERS. Technical Studies: Graphical Communication. ESTIMATED TOTAL FEE*. £688. Craft, Design and Technology: Technology £384. Spanish £384. Computer Studies £460. Typewriting £688.

*A basic fee of £308 plus an addition based on the estimated number of candidates. Fees for script marking are also payable.

Forms of application and further particulars may be obtained from the Secretary, The North Regional Examinations Board, Wheatfield Road, Westerhope, Newcastle upon Tyne NE5 5JZ (Tel: 0632 862711).

The closing date for receipt of applications is 2nd March 1984. (65705) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1986 examinations:

1. CHIEF EXAMINER for ENGLISH (LITERATURE) SYLLABUS II (652), at ADVANCED LEVEL.

2. CHIEF EXAMINER for ENGLISH (173), at ORDINARY (ALTERNATIVE) LEVEL.

Applicants for these posts should have a degree or equivalent qualification in English, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A1), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than two weeks from the appearance of this advertisement. (54226) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of ASSISTANT EXAMINER for ART-PAINTING (603) - Paper 2: History & Technique (written) at ADVANCED LEVEL for the 1984 examination.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (A10), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than three weeks after the appearance of this advertisement. (54228) 600000

Miscellaneous

ALTERNATIVES for teachers, full-time/part-time. "Careers in Photography"; "Careers in Art and Design"; "Careers in TV". £1.75 each. All three £4.25. Dept. 77, Hamilton House Publishing, Brixworth, Northampton. Access/Visa, phone (0604) 881889. (68092) 660000

CLEVELAND TO BORDER AREA Is your School putting on a Musical? Free programmes from Guinness & Rawson North-East, 5 Saville Pade, Newcastle upon Tyne. Tel: (0632) 329745. (65619) 660000

Buckinghamshire Education Department

Senior Education Psychologist

Aylesbury Vale Area
Salary: £13,953 – £15,189 p.a.

Candidates should have an Honours Degree in Psychology, post-graduate training in Educational Psychology, appropriate teaching experience and successful experience as an Educational Psychologist.

Further details and application forms are available from Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of s.a.e. Informal enquiries may be made to the Principal Educational Psychologist. Tel: Aylesbury (0296) 5000 Ext. 8231.) (2895)

CUSTODIAN

The Trustees of Jenner Appeal invite applications for the post of Custodian at the Chantry, Berkeley, Gloucestershire. This new museum will celebrate the life and times of Edward Jenner, the discoverer of smallpox vaccination in 1796, and founder of the science of Immunology. The appointment will begin in the spring of 1984 and the Museum, presently being extensively restructured and refurbished, will open about a year later.

Duties will include assistance with the Museum collection and display, supervision of public viewing of exhibitions and co-operation with the Executive Secretary in general administration of the estate. A partly furnished newly-renovated self-contained flat comprising sitting room, bedroom, bathroom and kitchen, with garage, and to include fuel costs, will be provided in The Chantry plus a salary of up to £3,500 per annum.

Further details from the Executive Secretary, P.O. Box 35, East Grinstead, West Sussex RH19 3UT by whom applications should be received before 1st March 1984. (2958)

MISCELLANEOUS
continued

LEEDS
DEPARTMENT OF EDUCATION
CONTINUING EDUCATION
WEST YORKSHIRE LANGUAGE LINK
2 Woodhouse Square, Leeds LS3 1AD
Tel: Leeds 449603
Unit Director: D.M. Millichap
WEST YORKSHIRE LANGUAGE LINK, LECTURER I
FULL-TIME (TEMPORARY FOR ONE YEAR)
FROM 1 JULY 1984
Applications are invited for a Lecturer I to work in a small team which promotes and runs training courses designed to improve the quality of communication and relationships in the multicultural workplace and in agencies which provide a service to the community.
She/he will be required to set up, plan and run a variety of training courses and experience in several of the following would be useful:
EFL/ESL: Materials Development: Multicultural education: Skill in an Asian language: Experience in industry or service delivery agencies.
WEST YORKSHIRE LANGUAGE LINK, LECTURER II, FULL TIME, FROM 1 APRIL 1984.
Applications are invited for a Lecturer II to work in a small team which promotes and runs training courses designed to improve the quality of communication and relationships in the multicultural workplace and in agencies which provide a service to the community.
She/he will be required to act as deputy to the Unit Director and experience in several of the following would be useful:
EFL/ESL: Materials Development: Multicultural education: Skill in an Asian language: Experience in industry or service delivery agencies.
Further details and application forms from The Director of Education (FE/CM/25) FE Division, Merrion House, 110 Merrion Centre, Leeds LS2 8DT to whom completed applications should be returned by 2nd March 1984.
Leeds is an equal opportunity employer. (54970) 660000

LONDON
TIME FOR A CHANGE? Are you frustrated with teaching and held back in your career? We are a major public company and need three forward-looking people to join one of our London offices. Comprehensive and professional training is provided. If you are enthusiastic and good at dealing with people, telephone us now for further details.
Anthony Etkind 01-637 1076. (68307) 660000

SUMMER TEACHING JOBS IN AMERICA. Work in U.S. children's summer groups. June to end August. See ad. under Holidays and Accommodation. (56235) 660000

LONDON
Inner London Education Authority
CHELSEA SCHOOL OF ART
Manresa Road, SW3 6LS
Tel: 351 3844
SENIOR TECHNICIAN VII
The post requires someone skilled in the use of wood at both joinery and model-making level and who can assume overall responsibility for technical services provided by a team of technicians within the Design Studies Department at Lime Grove, W12.
Applicants should have at least HNC,HND, Advanced City and Guilds or equivalent qualifications and a minimum of ten years experience (including training period).
Salary scale £8,385 to £9,420 plus £1,290 London Weighting.
Application forms and further details are available from the college. Completed application forms should be returned to EO/Estab 3a Room 255a, County Hall, London SE1 7PB within 14 days of the appearance of this advertisement.
All applicants will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origins, marital status, sexual orientation, family responsibility trade union activity or political belief.
ILEA is an equal opportunities employer. (50670) 660000

Outdoor Education

CAMBRIDGESHIRE COUNTY COUNCIL
GRAFHAM WATER RESIDENTIAL CENTRE
SEASONAL INSTRUCTORS
Applications are invited from suitably qualified persons in Boardsailing, Dinghy sailing and Canoeing, offering any or all of these activities.
There are two posts available from Monday, 2nd April to Friday, 2nd November 1984.
Senior Post - £457. per month less a reasonable charge for board and accommodation.
Junior Post - £399. per month less a reasonable charge for board and accommodation.
Successful candidates will be required to instruct adults and young people at a variety of levels and to assist with the organisation and maintenance of equipment. They should hold nationally recognised qualifications and will be offered either of the posts according to skill, experience and ability to accept responsibility.
Application form and further particulars from:- The Warden, Grafham Water Residential Centre, Perry, Huntingdon, Cambridgeshire PE18 0BX. Tel: 0480 810521. (65499) 680000

BRYN DU LLANBERIS
THE CENTRE FOR MOUNTAIN VENTURES IN SNOWDONIA
Mountain, Woodland Coastal, Water, Adventure & Environmental Activities.
Mountain Ventures Ltd, Brecon House, Greenhill Road, Liverpool L18 7HQ. Tel: 051-724 2732. (69097) 680000

DEVON
SKERN LODGE OUTDOOR ADVENTURE CENTRE
'Enjoyment and Learning through Adventure'. Multi-activity specialist courses and/or field studies. Open all year.
Prices from £6.50 per night.
THE BEST: people, activities, equipment AND value with from 1:8 free places.
Phone MARTIN or ANDY on 02372 5982 Or write S.L. Appledore, Bideford, N. Devon EX39 1NG. (66456) 680000

INSTRUCTOR REQUIRED as soon as possible for activity centre, Welsh border hills. SI canoeing essential. M.L.C. preffered. Write for job description or phone direct to Kel Groves, Squilver Activity Centre, Ratlinghope, Shrewsbury. Tel: (058861) 347. (95670) 680000

KENT
ENVIRONMENTAL STUDIES/OUTDOOR ACTIVITIES INSTRUCTOR
Required at the Arethusa Venture Centre as soon as possible.
The person appointed will join a team of three insturctors, all of whom are qualified teachers, and be involved in the teaching of Environmental Studies and instruction in canoeing to children of all ages.
The applicants should be single and between 22 and 27 years of age. They should possess a B.C.U. qualification, preferably B.C.U. Senior Instructor, the R.L.S.S. bronze award and a clean driving licence. A.R.Y.A. Instructor qualification would be advantageous - Salary negotiable according to qualification and experience.
For further details write to:- The Warden, Arethusa Venture Centre, Lower Upnor, Rochester, Kent ME2 4XD. (54727) 680000

MINERVA OUTDOOR VENTURES Leaders in Multi Activity Weeks for Schools. Send for colour brochure and details to Jeanie Roberton, Rhongyr Isaf Centre, Pen-y-cae, Swansea Valley SA9 1GB. Tel: Abercrave (0639) 730757. (95395) 680000

N.T.I. Residential Courses. Tel: 0639 730757 for details of Minerva's South Wales Centre. (03588) 680000

NORTH YORKSHIRE
NEWTON HOUSE FIELD CENTRE
Sneaton, Whitby
0947 810522
Groups up to 60. Fully residential. Central heating. Tutors available. Personal supervision. Ideal for moors and coast.
Brochure on request. (66091) 680000

SOMERSET
MILL ON THE BRUE
Activity holiday centre at lovely old farm with working watermill, ideal for historical, ecological and field studies. Use of grass skis and lift, assault course, archery, fishing & shooting gear, BMX bikes with grass track, rafting, pony riding, overnight camp. Farm animals to feed and care for. Outings arranged. 30 children + 7 staff sleep in farmhouse & miller's cottage. Weekends & 4 days (Mon - Fri) available May - July. Self catering of full board.
Mrs. T. Shingler, Gants Mill, Bruton, Somerset (074 981) 3589 or 2307). (53736) 680000

SOUTH DEVON
COURTLANDS CENTRE
Kingsbridge, S. Devon
School Journies, Field Course, Outdoor Pursits - Coastal and Moorland, Comfortable, comprehensive facilities, good food, licensed bar. Free preview weekends. Contact The Course Manager, Tel: 054-855 227. (53559) 680000

SUMMER SCHOOLS
SPORTS AND OUTDOOR ACTIVITIES
TEMPORARY MANAGERS
PGL provides a vast range of active residential holidays during July and August for young people at attractive centres throughout the UK. We therefore require young, energetic, enthusiastic managers to operate the programme, motivate the staff and care for the guests.
Full details and application form from Gill Hinton, PGL Young Adventure Ltd., 890 Station St., Ross on Wye, Herefordshire HR9 7AH, Tel: (0989) 64211. (50541) 680000

WORK IN LEISURE
PGL offer opportunities to work with children or families for long or short periods as activity (outdoor, sports, creative) instructors, Group Leaders, or in a wide range of supporting domestic and administrative roles at residential activity centres throughout the U.K.
Brochure and application form from Personnel, PGL Young Adventure, 832 Station Street, Ross-on-Wye HR9 7AH Tel: (0989) 64211. (66907) 680000

English as a Foreign Language

BERKSHIRE
SUMMER SCHOOL DIRECTOR
Well-established summer school for girls aged 11 - 15 running over four weeks from the end of July requires director, to take up appointment by the end of March. Easy site and good agent contact.
Further details from Box No: TES 00114, Priory House, St John's Lane, EC1M 4BX. (65399) 700000

BERKSHIRE
VACATIONAL STUDIES require qualified and experienced EFL teachers also willing to assist with sports/social activities for 4-week residential Courses for students aged 11 - 16 this summer.
Details from:- Vacational Studies, Pepys' Oak, Tydehams, Newbury, Berkshire RG14 6JT. (50680) 700000

BOURNEMOUTH
RSA COURSES AT ITTC
Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.
For details, write to: ITTC, 674 Wimborne Road, Bournemouth - or telephone (0202) 535337. (65448) 700000

EAST SUSSEX
SUMMER SCHOOL
The following senior appointments are announced:
EFL DIRECTOR
for July and August to assume responsibility at two centres for EFL programmes and teaching standards.
COURSE DIRECTOR
required in July and August to assume responsibility for overall management of a centre. The post requires considerable organizational ability and is challenging ... exhausting ... and rewarding.
For details on the above posts and application form, send s.a.e. to Summer School, Buckswood Grange, Uckfield, East Sussex. (54214) 700000

NOTTINGHAMSHIRE COUNTY COUNCIL
EATON HALL INTERNATIONAL
PRELIMINARY CERTIFICATE IN TEFL
LICENTIATE DIPLOMA IN TEFSL (LTCL)
DIPLOMA IN TESP (Dip. TESP)
A combination of Distance Learning followed by Residential Block for teachers or graduates leading to the qualifications listed above; Distance no problem.
Write for details to: The Registrar, Ref: TES12, Eaton Hall International, [illegible] 706441. (50419) 700000

TEFL required Sept. as resident Housemaster to run new boarding house for up to 20 children aged 8 - 16. Wife's help important. Young, experienced enthusiast required. Apply with CV and photograph to Milland House, Shaftesbury, Dorset. (54213) 700000

Experienced E.F.L. Teachers wanted for Summer School in Maidenhead, Berkshire. Courses begin Monday 25th June. Residence in the area preferred.
Send C.V. to Box No. TES 00122, Priory House, St John's Lane, EC1M 4BX by 16th March 1984. (50691) 700000

Appointments Wanted

FEMALE GRADUATE (30) seeks part-time work, East London. Anything considered, Write TES Box No. 00116, Priory House, St. John's Lane, EC1M 4BX. (95671) 720000

Deputy Principal of girls' independent school, youthful sixty, twelve years' successful experience, force by policy change to retire in July 1984, seeks appointment as head or deputy head of school or tutorial establishment. Write Box No. TES 00121, Priory House, St John's Lane, EC1M 4BX. (54313) 720000

FRENCH GIRL, 29, qualified teacher, seeks job from Sept. 1984 (as assistant or teacher) in school or university 4 years experience (3 years in India + 1 year in France) preferably South England. Mostefaoui Mila, 35 av. M. Cachin, 92320 Chatillon/Bagneux, France. Tel: (32) 33 18 04 or (1) 656 89 69. (65311) 720000

Education Courses

IN-SERVICE TRAINING COURSES
MODERN LANGUAGES
EASTER 1984
Italy (Modena)
Spain (Madrid)
JULY 1984
France (Paris, La Rochelle, Montpellier)
AUGUST 1984
Federal Republic of Germany
CLASSICS
EASTER 1984
Italy - Rome
Information and application forms from: Teacher Exchange Department - Courses Section (TES 2), Central Bureau for Education Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (53244) 760000

LEARN E.F.L.
English as foreign language. Individualised Tuition 'O' and 'A' level tuition, many subjects Icarus tutorials 01-938 1721 - Telex: 28 - 861 (01317) 700000. 7 Kensington High Street, London W8. (06890) 760000

LINGUARAMA TEFL COURSES
Over the past few years a great many people have attended Linguarama courses in Teaching English as a Foreign Language by Direct Method.
Linguarama is an international organisation with 35 centres in the United Kingdom and abroad and employs some 500 teachers, most of whom joined through our TEFL training courses.
This year we will again be running these ever-popular courses in London, Birmingham, Manchester and Canterbury. Coinciding with school holidays. Prices are from £95 + VAT.
For further information please write to The TEFL Secretary, Linguarama Ltd., Riversdown House, Warnford, Southampton, Hampshire SO3 1LH, enclosing an A4 size stamped addressed envelope. (66909) 760000

LONDON
ART AND DESIGN FOUNDATION COURSES
Full-time course starts April 1984. Part-time Intro Course available now.
Apply BLACKHEATH SCHOOL OF ART. 01-852 3960 (24 hours). (50808) 760000

LEARN TO TEACH ENGLISH (EFL)
Half-term, Easter & Summer. ONE WEEK RESIDENTIAL COURSES AT KENT UNIVERSITY/CANTERBURY.
The Course Objective:
To give you a practical and thorough Introduction to the Teaching of English as a Foreign Language in one week.
Easter courses begin 25 March, 1/8 April.
Pilgrims Training Courses, Tina Essex, 8 Vernon Place, Canterbury, Kent CT1 3YG. (0227) 69127. (66776) 760000

YORK
MANAGER,
Information Technology Centre
Salary c £12,500 p.a.

York City Council and Rowntree Mackintosh are combining to establish an Information Technology Centre in the City of York. A Manager is required to set up and run the Centre.

The Centre is an important initiative in the City and will operate as a training workshop under the Manpower Services Commission Youth Training Scheme. It is supported by a number of organisations in and around the City and will be housed in premises adapted for the purpose.

The Manager will be responsible to the City Council for the running of the Centre and is expected to take part in the recruitment of five further instructors. He/she will meet the technical background to train 16/17 year-olds in at least two of the four areas of instruction:—

1. Basic electronics
2. Computing techniques
3. Office technology
4. Life and social skills

The Manager will have a considerable opportunity to develop the ITeC in the context of business and community interests in the York area. It is therefore important that candidates can give evidence of managerial skills and enthusiasm as well as an appropriate training ability.

Applications, including a full C.V. and with particular reference to the above requirements, should be sent to:— The Chief Executive, York City Council, The Guildhall, York. Please quote reference. AA.902.

Rowntree Mackintosh

EUROCENTRES
Invite applications for a permenent post (TEFL) available at their Brighton school in March/April. The successful candidate will be a graduate with TEFL experience and qualifications, and will be placed on the Eurocentre Teachers' Scale (5,446–£9,834)

Applications, including references, to:

**The Principal
EUROCENTRE
Huntingon House
20 North Street
Brighton BN1 1EB
Tel: (0273) 24545**

(2907)

SURREY COUNTY COUNCIL
* Fringe Area London Allowance £258 p.a. throughout the county.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

AN ENGLISH SECOND LANGUAGE CENTRE
is to be established from April 1984 at the Bishop David Brown School, Woking to serve a number of schools in the area (both primary and secondary). Applications are invited for two posts of

Assistant Teacher ESL (Scale 2)
Application forms and further details obtainable from Area Education Officer, "Lismore", 9 Heathside Road, Woking, Surrey GU22 7EU (Tel. Woking 4311).
Closing date: 2nd March, 1984.
Re-advertisement – previous applicants will be reconsidered. (2938)

EDUCATION COURSES
continued

NORWICH
UNIVERSITY OF EAST ANGLIA
Norwich
CENTRE FOR APPLIED RESEARCH IN EDUCATION
School of Education
M.A. IN APPLIED RESEARCH IN EDUCATION 1984-5
Applications are invited from teachers, lecturers, educational administrators and others for the one-year full-time course leading to the degree of M.A. in Applied Research in Education. The course explores ways of approaching persistent educational problems through the practical application of research and evaluation with special emphasis on curriculum, accountability and self-evaluation, innovation, classroom observation and the evaluation of new educational programmes, styles of teaching and the use of new technology and computer assisted learning.
Programmes of study leading to research degrees by thesis (M.Ed., M.Phil. and Ph.D.) are also available.
Further information and application forms are available from Centre Clerk (Students), Centre for Applied Research in Education, University of East Anglia, Keswick Hall, Norwich NR4 6TL, Tel: 0603 56161, Ext. 6212. (54749) 760000

NEW LONDON MUSIC SOCIETY
Director: Terence Lovett
WYCOMBE ABBEY SUMMER COURSE
Saturday, 4th to Saturday, 11th August 1984
Wycombe Abbey, High Wycombe, Buckinghamshire
ORCHESTRA, CHOIR, CONDUCTORS, YOUNG MUSIC-MAKERS, LISTENERS
(non-music makers in your family can enjoy the Abbey's facilities and visit the surrounding Chiltern Hills and Thames Valley)
BROCHURE available from:- NLMS 3, Lynwood Road, Thames Ditton, Surrey KT7 0DN. Tel: 01-398 3927. (A4 s.a.e. appreciated).
Applications for bursaries considered. (54528) 760000

Awards and Scholarships

BIRMINGHAM SCHOLARSHIPS
Entrance Scholarships and Bursaries are available for instrumentalists and singers wishing to pursue the School's new B.A. (Hons.) or the G.B.S.M. course. Violin, viola, double bass, harp, tuba and timpani/percussion applications are particularly welcome. Organ Scholarships are also available.
Closing date for entry in September 1984 is MARCH 1ST 1984.
Details from Dr. John Bishop, Birmingham School of Music, Paradise Circus, Birmingham B3 3HG (021-359 6721, Ext. 284). (50388) 780000

Tuition

Home tutors required throughout Great Britain. Personal Tutors (T.E.S.), Cheadle House, Cheadle, Ches. Tel: 061-428 2251 (24 hours). (61700) 770000

Personal Announcements

ARE WE HOLDING someone you should be? Find out at DRAWING DOWN THE MOON! For dates with educated sincere people like yourself! 01-833 3924 eves 6.00 p.m. till midnight. Sat/Sun 10.00 a.m. till midnight. Personal Interviews. 38 Mountpleasant, WC1. (54972) 800000

EARN MONEY taking Italian Paying - Guest students Lon./S.E. Write Box No. TES 00106, Priory House, St. John's Lane, EC1M 4BX. (54800) 800000

HAILE THIS THE YEAR YOU LEARN TO WRITE. Earn money by writing articles. Correspondence coaching of the highest quality. Free book from The London School of Journalism (TES), 19 Hertford Street, London W1Y 8BB. Accredited by the C.A.C.C. (53857) 800000

HOLIDAYS AND PERSONAL LOANS, from £100 arranged without security or delay. Campell & Robison Ltd. 107 Jermyn Street, London SW1 6EW. Write, phone or call for written terms. Tel: 01-839 5956. (18196) 800000

IMMEDIATE ADVANCES. £100 to £20,000. Written terms on request. REGIONAL TRUST LTD, 31 Dover Street, Piccadilly, London W1A 4RT. Phone 01-491 2934. (18187) 800000

IMMEDIATE MORTGAGES up to 3¼ X income; top-ups to 100%; re-mortgages; homeowners loans (money in 7 days). Hometown 01-446 5451. (16138) 800000

JOB-HUNTING GUIDANCE Helpful booklet. Covers cv-writing, application-forms, interviews. Cheque £3.95 to SCRIBES, 362 Old Bedford Road, Luton LU2 7BB. (62978) 800000

MAXIMUM MORTGAGES, 'Top Ups', Remortgages, Secured Loans for teachers. Either phone 01-346 4655 or write: Martin Hasseck Ltd., Freepost, London NW4 1YB. (66050) 800000

SAME DAY LOANS & POSTALOANS. Unsecured £100 - £2,000. FULL MORTGAGES and remortgages for Teachers. Arrears cases considered. For written quotation: Richmond Investments Ltd., 4 The Green, Richmond, Surrey, Tel: 01-940 9835/2929. Established 1934. (52350) 800000

THE RETIREMENT of Mr. R.E. Snell - Mr. R.E. Snell, Headmaster, The Holy Trinity School, Crawley, Sussex, will retire in April after seventeen years dedicated work for the School. Former staff wishing to make a contribution to a retirement gift are invited to contact the School Secretary for further details. (65243) 800000

YOUR INTERVIEW IN TEACHING Many helpful ideas. 32pp. £1.50. New Education Press, 37A Old Gloucester St., London WC1. (53219) 800000

WRITE and sell Children's Stories. Mail tuition Sales assistance. Free booklet Children Features, (TES), 5/9 Berkley Square, Salford, Manchester M5 6DB. (03732) 800000

LOANS/MORTGAGES £500 - £25,000 for homeowners. Any purpose - cars, caravans, boats, holidays, loan consolidation. The relif on home improvements, d/g. garages, insurance (life, accident, health, savings, endowment). Written details CONFIDENTIAL EPS Loans, 18B Park Road, Ashford, Kent. (0233) 20177 (Office hours), 28169 (evenings). (50843) 800000

The Bell Educational Trust
Temporary Teaching Staff Summer 1984

Suitably qualified and experienced staff are required for the Trust's Summer Courses for students from overseas:

i) Courses for adults in Bath, Cambridge, Norwich and Saffron Walden
ii) Residential junior courses in Ely, Eton, Felsted and Norwich

Further details and application forms are available from:

The Director (Administration),
The Bell Educational Trust,
Hillscross,
Red Cross Lane,
Cambridge CB2 2QX.
Telephone: (0223) 212333
Please quote Ref: 384T

UNIVERSITY OF STIRLING
DEPARTMENT OF EDUCATION
in collaboration with
JORDANHILL COLLEGE OF EDUCATION, GLASGOW
and
MORAY HOUSE COLLEGE OF EDUCATION, EDINBURGH
Applications are invited for the

DEGREE OF MASTER OF EDUCATION (SPECIAL EDUCATIONAL NEEDS)
This course extends over from two to four years (part-time) or one year (full-time), followed by the presentation of a dissertation. Applicants should normally be graduates, hold a recognised teacher-training qualification and a Diploma in Special Education or equivalent professional qualification. Exceptionally, non-graduates with appropriate professional qualifications and experience may be eligible for admission.
Further application forms are available from the Admissions Officer, University of Stirling, Stirling FK9 4LA. (2874)

Conferences

EASTER CONFERENCE
The Life and Work of MALCOLM LOWRY
Speakers Include:
Prof. Muriel Bradbrook, Sir Stephen Spender, Melvin Bragg.
Friday 30th March - Sunday 1st April.
FURTHER DETAILS: (inc. 9 X 4 sae please) Central Secretariat, University of London, Goldsmiths' College, New Cross, London SE14 6NW. (Tel): 01-692 7171. (64952) 820000

For Sale and Wanted

48", 50" and 78" TELEVISIONS by Mitsubishi, ITT, etc. Best UK prices. 051-384 2393. (24 hrs.) (68244) 860000

PIANOS WANTED old or modern, upright or Grand. Specialists in German Pianos. Pianos for sale on unique 7 day free trial from £85.00. Write or phone Midland Pianos, King Edward Place, Birmingham 1. 021-643 0963 anytime. (16176) 860000

TIES, BADGES, ETC. Efficiently produced at reasonable prices, established many years, a name known all over Britain by satisfied schools - Monacombe Ltd., PO Box 12, Prestwich, Manchester M25 7NA. Tel: 061-766 6882. (08464) 860000

Holidays and Accommodation

Visit our XV Century DEVON FARMHOUSE
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